Department of Veterans' Affairs

REVIEW OF VETERANS' ADVOCACY TRAINING

PROJECT REPORT

August 2014
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### Glossary of Common Terms & Acronyms

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<thead>
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<th>Acronym/Term</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>AQF</td>
<td>Australian Qualification Framework</td>
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<td>ASQA</td>
<td>Australian Skills Quality Authority</td>
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<td>BBSA</td>
<td>Bull &amp; Bear Special Assignments</td>
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<td>CBA</td>
<td>Competency Based Assessment</td>
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<td>CBT</td>
<td>Competency Based Training</td>
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<td>CoP</td>
<td>Communities of Practice</td>
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<td>DVA</td>
<td>Department of Veterans’ Affairs</td>
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<td>ESO</td>
<td>Ex-Service Organisation</td>
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<td>LLN</td>
<td>Language Literacy and Numeracy</td>
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<td>OJT</td>
<td>On the Job Training</td>
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<tr>
<td>RCC</td>
<td>Recognition of Current Competence</td>
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<td>RPL</td>
<td>Recognition of Prior Learning</td>
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<tr>
<td>RTO</td>
<td>Registered Training Organisation</td>
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<td>TIP</td>
<td>Training and Information Program</td>
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<td>VET</td>
<td>Vocational Education and Training</td>
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Background

Bull & Bear Special Assignments (BBSA) was been engaged by the Department of Veterans' Affairs (DVA) to provide professional services in the Review of Veterans' Advocacy Training.

Advocacy training is provided by ESOs using materials which have been designed and developed through TIP. DVA has a number of concerns regarding the Veterans' Advocacy Training and seek to improve the training outcomes and engagement of volunteers in the system.

A number of key challenges have been identified by DVA and BBSA. These are:

- There are complexities with the TIP structure and inconsistent training content, methodologies and outcomes across states and territories
- TIP is an apolitical training provider and operates at arm’s length from DVA
- TIP has a strong sense of ownership over materials and changes/improvements may be difficult to implement
- TIP personnel are volunteers – some have training backgrounds within the military, but most training occurs using didactic methods
- A significant number of TIP practitioners are ageing and expect to cease their volunteering in the coming years
- TIP are not attracting the numbers of new volunteers necessary to fill gaps left by retiring volunteers
- The services provided by TIP are also provided by other entities, partially to address a need that TIP are not meeting or not meeting well
- There is a strong cultural element within the ex-service community (divisions between army, air force and navy)
- There is distrust within the ex-serviceman community towards government and therefore DVA
- TIP personnel have a fear about "accreditation"
Following this review and the implementation of recommendations, BBSA is confident that the following outcomes can be achieved:

- Improved training outcomes so that TIP Practitioners can achieve competency as quickly and smoothly as possible
- Increased attraction and retention of TIP Practitioners tasked with providing advocacy services
- Recognition of training through an accreditation pathway and the issuance of Nationally Recognised Qualifications

This document details the project scope, constraints, approach, key findings and recommendations.
Project Scope

The following details the scope of the review and tasks requested of BBSA:

1. Structure & Framework of an Idealised Training Environment
   a. Identify the key roles
   b. Identify the expected duties & responsibilities
   c. Identify the necessary competencies
   d. Identify developmental pathways for job roles

2. Course Material Review
   a. Development of integrated learning program (high level mapping document)
   b. Review course materials and indicate alignment with:
      i. Learning theories
      ii. Adult learning principles
      iii. Learning methodologies
      iv. Assessment methodologies
      v. Evaluation methodologies
      vi. Industry training packages
      vii. Job roles
   c. Determine readiness for accreditation pathway

3. Develop a Competency Assessment Strategy and Templates

4. Train-the-Trainer
   a. Develop a Course Outline of a Train-the-trainer program to enhance skills and knowledge of TIP trainers in Training and Assessment Practices
5. Communities of Practice and Engagement Strategy
   a. Develop an implementation plan for Communities of Practice
   b. Develop an Engagement Strategy for trainers & trainees and for the ESO and current TIP communities.

6. Refine and enhance the "Introductory Information Pack for Potential ESO Practitioners"

Limitations and Constraints

There were a number of limitations and constraints to this project. These should be considered when reviewing the findings and recommendations. These limitations and constraints include:

- E-learning materials were not made available for review
- Not all training material was provided
- No course catalogue was provided listing all TIP course materials
- BBSA has had no access to TIP personnel
- BBSA has had no access to ESO personnel
- BBSA has had no access to ESO Practitioners
- BBSA has not observed the training delivery
- BBSA has not been provided with past training evaluation data
Project Approach

In delivering this project BBSA has:

- Reviewed all relevant TIP training material which has been provided. This material equated in excess of 2500 documents and PowerPoint presentations
- Reviewed publically available TIP information
- Reviewed current industry Training Packages and Nationally Recognised qualifications and units of competency
- Developed the appropriate documentation including position descriptions, training framework, course material training and assessment templates, competency assessment strategy, train-the-trainer program outlines, communities of practice model and implementation guide
- Revised a number of TIP templates
- Developed marketing brochure and booklet to attract volunteers
- Identified five suitable qualifications
- Suggested units of competency to package into qualifications
- Developed an initial map of course material alignment to qualifications
- Developed a map of course content areas across programs
- Developed working products of the Introductory Information Pack for Potential ESO Practitioners
Key Findings

In completing this project, BBSA has made a number of findings.

1. Training Approaches do not cater well for adult learning principles nor show evidence of different learning theories. Instead a very didactic training approach is being utilised across a large number of programs. This is likely to result in ineffective training outcomes and poor retention of volunteers.

2. Training programs are content laden. Much of the information being taught can be sourced by the learning when required and coached/mentored in the workplace.

3. Training outcomes/objectives are poorly written. This is likely to result in inefficient training development and delivery, and trainee confusion and disengagement.

4. Training evaluation is ineffective. Tools designed to capture qualitative and quantitative data do not address the essential elements and are inconsistent across training programs.

5. Too many training materials and support documents exists. This is likely to create confusion with trainers and leave trainees overwhelmed.

6. There is no version control to courseware.

7. There is inconsistency in the two batches of materials received.

8. Industry qualifications do exist which can provide the basis of a training accreditation pathway.

9. Assessment practices are inconsistent across programs and many gaps exist in the "testing" of knowledge and skills acquisition.
Recommendations

High Level Recommendations

Five high level recommendations have been made:

1. Enhance internal training capability
2. Encourage collaboration across ESOs and TIP
3. Improve training approaches and quality
4. Engage external strategic partner to align and issue qualifications
5. Establish governance and compliance activities

1. Enhance internal training capability

It is acknowledged that some TIP trainers have training backgrounds and/or qualifications. However, following the review of the course material, and considering the material is an output of competence, training capability does need to be improved.

The pool of capability will need to be increased if the OJT is formalised as a training and assessment strategy.

If an accreditation pathway is implemented, trainers and assessors will need to hold the industry benchmark qualification, Certificate IV in Training and Assessment (TAE will be 40110)

2. Encourage collaboration across ESOs and TIP

Collaboration needs to be encouraged across ESOs and TIP to share wisdom and generate enthusiasm and ownership of courseware, and enhance the quality of the training outcomes. The Communities of Practice are an initiative which can be implemented for trainers/assessor. Within the CoPs, members can be perform ongoing activities such as continuous improvement reviews and program/assessment moderation.

3. Improve training approaches and quality

A number of low level recommendations have been made which support this recommendation. Training approaches and practices need to be improved and key methodologies applied consistently across programs. This is likely to result in a course consolidation and rewrite. This will need to occur if an accreditation pathway is implemented.
4. **Engage external strategic partner to align and issue qualifications**

Five suitable industry qualifications exist for the TIP training programs and the ESO Practitioner roles. Any or all of these could be selected and offered as an outcome to practitioner training. A Registered Training Organisation will need to be engaged to and an auspicing agreement developed which will allow for the retention design and delivery responsibilities to remain with TIP.

5. **Strengthen governance and compliance activities**

Governance and compliance activities need to be strengthened to ensure quality training outcomes are achieved and cost effective training practices occur. Course ownership, version control, evaluation, validation and moderation, training audits are all activities which need to be implemented.

**Lower Level Recommendations**

A further 28 lower level recommendations have been made which relate to the Course Material Review. These are described more fully in the section "Course Material Review"

1. Develop and implement learning program documents for all TIP programs

2. Incorporate more of the learning theory techniques into the training design and resources. This should help to engage learners and assist them with knowledge retention.

3. Formalise the OJT as a necessary extension to the face-to-face programs. This should help to support the constructivist learning theory and assist with achievement of competencies if an accreditation pathway is implemented.

4. Implement a learning philosophy which drives the design and delivery of training

5. Move away from subject-centred training. In this current technological environment, information can be easily accessed when a need arises
6. Implement a consistent training structure for face-to-face training design

7. Formalise the OJT as part of a learners’ learning journey

8. Move the theory sets to an e-learning framework which can be accessed when needed by each learner

9. Teach people how to source information rather than teaching them “the information”

10. Develop and implement assessment plans for each program

11. Map activities and existing assessments to competency standards

12. Develop additional assessments to fill gaps identified in mapping

13. Formalise the OJT as part of an assessment plan & approach

14. Redesign the Level 1 Evaluation Form to improve data quality

15. Ensure only one training evaluation Level 1 Reaction template is used across all locations and all programs

16. Develop and formalise assessment practices to evaluate Level 2 Learning

17. Develop a training evaluation strategy to evaluate Level 3 Behaviour and Level 4 Results

18. Develop an accreditation pathway to Industry Training Packages

19. Implement key accreditation activities to increase readiness

20. Implement version control policy & procedures

21. Improve presenter note templates and session plans
22. Improve PowerPoint slide packs

23. Develop & implement more and varied activities into the programs

24. Consolidate training resources within each program

25. Centralise generic, administrative documents

26. Implement more multiple-sense learning strategies

27. Strengthen learning outcomes/objectives

28. Assess effectively the learning outcomes/objectives
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<th>Appendix 1</th>
<th>List of Documents Reviewed</th>
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<td>List of Corrupt Documents</td>
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<td>Appendix 3</td>
<td>Learning Program Template</td>
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<td>Matrix of Course Content across Programs</td>
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<td>TIP Evaluation Forms</td>
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<td>Appendix 6</td>
<td>Revised TIP Evaluation Form</td>
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<td>Appendix 7</td>
<td>Industry Qualifications and Suggested Units</td>
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<td>Revised TIP Presenter’s Notes Template</td>
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<td>Stakeholder Tools</td>
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<td>Appendix 11</td>
<td>Introductory Information Pack for Potential ESO Practitioners</td>
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Training Framework

The following depicts a training framework for TIP which, if implemented, will result in improved training outcomes and ESO Practitioner engagement. This in turn should attract and retain additional volunteers into ESOs.
Training Structure & Pathway

The following depicts a pathway for ESO Practitioners in an idealised training environment. Knowledge and skills are built over a period of time through both formal and informal learning approaches. Formal training qualifications would be expected at key points in the pathway. These have been detailed in draft job descriptions created for each of these positions. The direct recruitment of individuals into the “Training Compliance Officer”, “Training Systems Manager (Regional)” and “Training Systems Manager (National)” roles would be feasible.

BBSA acknowledges that the additional roles of Welfare Officer and Pension Officer do exist. It does appear, however, that the Advocate role has a higher degree of complexity and individual performing this role would need to have the foundation skills and knowledge addressed through Welfare and Pension training. For this reason, BBSA has identified the Advocate as the most likely role to progress into the training roles in an idealised training environment.

BBSA sees the “Senior Advocate” role as having a longer tenure which would translate into more experience. Additionally, the Senior Advocate would be the ideal role to coach and mentor ESO Practitioners through the On the Job Training (OJT) initiatives.
Draft Job Descriptions

Draft job descriptions have been provided for training positions within an idealised training environment in an APS setting. These can be adapted and incorporated into TIP, DVA or other organisational setting.

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<th>2. POSITION CONTEXT</th>
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<tr>
<td><strong>Position Summary</strong></td>
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<tr>
<td>The Training Officer will plan, develop, implement, deliver and evaluate training and development programs for education within jurisdictions. The Training Officer will plan, develop and conduct competency assessments with trainees. Training and development programs should ensure that management and staff acquire the skills and develop the competencies required to meet organisational needs. The Officer will liaise regularly with internal and external clients, stakeholders and service providers to ascertain staff training needs and provide advice to senior management. In addition, the Officer will manage, train, support and develop staff within their team and operate in a manner consistent with the APS Code of Conduct and APS Values.</td>
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<th>3. QUALIFICATIONS/DELEGATIONS/SECURITY CLEARANCES</th>
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<tr>
<td>• Certificate IV in Training and Assessment</td>
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| **Desirable**                                  |
| • Diploma of Training and Assessment or        |
| • Undergraduate degree in a relevant field e.g. teaching, human resources, organisational design etc. |

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<th>4. DELEGATIONS/SECURITY CLEARANCES/LICENSES</th>
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<td>None</td>
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### PriMary Outcomes and Accountabilities

#### Role Functions

| Business | 1. Undertake routine liaison with internal and external clients, stakeholders and service providers.  
2. Provide detailed interpretive advice to clients and management representatives on legislative, regulatory or procedural matters.  
3. Contribute to a healthy and safe working environment, modelling and promoting ethical behaviour and practices consistent with the APS Code of Conduct and APS Values.  
4. Coordinate the activities of a program, project or initiative. |
| Leadership | 1. Manage staff in day-to-day activities and mentor, guide, train, support and provide regular feedback to team/individuals to achieve goals and contribute to team outcomes. |
| Specialist / Technical | 1. Plan, develop, implement, deliver and evaluate training and development programs to ensure management and staff acquire the skills and develop the competencies to meet organisation needs. |

### Capabilities

#### Business Capabilities

1. Understands the business  
2. Demonstrates innovation, collaboration and impact  
3. Contributes to a positive or constructive workplace culture  

#### Supports Strategic Direction

4. Supports shared purpose and direction  
5. Thinks strategically  
6. Harnesses information and opportunities  
7. Shows judgement, intelligence and common sense  

#### Achieves Results

8. Uses relevant technology to achieve work objectives  
9. Identifies and uses resources wisely  
10. Applies and builds professional expertise  
11. Responds positively to change  
12. Takes responsibility for managing work projects to achieve results  

#### Supports Productive Working Relationships

13. Shares expertise and knowledge with others  
14. Nurtures internal and external relationships  
15. Listens to, understands and recognises the needs of others  
16. Values individual differences and diversity  
17. Shares learning and supports others  

#### Displays Personal Drive and Integrity

18. Compliance with instructions, procedures and legal obligations  
19. Demonstrates public service professionalism and probity  
20. Engages with risk and shows personal courage  
21. Commits to action  
22. Promotes and adopts a positive and balanced approach to work  
23. Demonstrates self awareness and a commitment to personal development
| Communicates with influence | 24. Communicates clearly  
25. Listens, understands and adapts to audience  
26. Negotiates confidently |

### 7. JOB SPECIFIC CAPABILITIES

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### 8. DELEGATE’S APPROVAL

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| Approved By: | Date: |
| Last Updated By: | Date/Time: |
1. POSITION DETAILS

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<tr>
<th>Title</th>
<th>Classification Level</th>
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<tr>
<td>Training Compliance Officer</td>
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<thead>
<tr>
<th>Position No</th>
<th>Job Role</th>
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<tr>
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<td>Compliance Officer</td>
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Note: Compliance includes intelligence, analysis, auditing, investigations and authorisation

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2. POSITION CONTEXT

Position Summary

The Training Compliance Officer will undertake a range of compliance activities in accordance with the relevant legislation, policy and procedures. The Officer will operate in a manner consistent with the APS Code of Conduct and APS Values while maintaining complex internal and external relationships with stakeholders. The Officer will analyse, evaluate and integrate a variety of information and assess the likelihood of impacts and outcomes. The Officer will provide appropriate advice and manage the resolution of issues and complaints. As a leader, the Officer will prioritise, schedule and allocate work for their team whilst also mentoring, training, supporting and developing individuals and providing regular feedback on staff performance.

Reporting/Working Relationships

Special Conditions

3. QUALIFICATIONS/DELEGATIONS/SECURITY CLEARANCES

Mandatory

- Certificate IV in Training and Assessment
- 3 years experience in a Vocational and Education Training environment or
- Experience in a training compliance role

Desirable

- Diploma of Quality Auditing
- Undergraduate degree in a relevant field
4. DELEGATIONS/SECURITY CLEARANCES/LICENCES

<table>
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<th>Mandatory</th>
<th>Desirable</th>
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5. PRIMARY OUTCOMES AND ACCOUNTABILITIES

ROLE FUNCTIONS

| Business | 1. Develop and maintain complex internal and external relationships with stakeholders, providing appropriate advice and managing the resolution of issues or complaints.  
2. Analyse, integrate and evaluate a range of information and assess the likelihood of impacts and outcomes.  
3. Model and promote a healthy and safe working environment, modelling and promoting ethical behaviour and practices consistent with the APS Code of Conduct and APS Values.  
4. Manage or coordinate a program, project or initiative. |
|----------|--------------------------------------------------------|
| Leadership | 1. Mentor, guide, train, support and provide regular feedback to team/individuals to achieve goals and contribute to team outcomes.  
2. Drive a continuous improvement culture within the organisation |
| Specialist / Technical | 1. Undertake a range of complex compliance activities in accordance with relevant legislation, policy and procedures.  
2. Provide technical advice and support to training and assessment staff and stakeholders on legislative, policy or procedural issues. |

6. CAPABILITIES

| Business Capabilities | 1. Understands the business  
2. Demonstrates innovation, collaboration and impact  
3. Contributes to a positive or constructive workplace culture |
|-----------------------|---------------------------------------------------------------|
| Supports Strategic Direction | 4. Supports shared purpose and direction  
5. Thinks strategically  
6. Harnesses information and opportunities  
7. Shows judgement, intelligence and common sense |
| Achieves results | 8. Uses relevant technology to achieve work objectives  
9. Identifies and uses resources wisely  
10. Applies and builds professional expertise  
11. Responds positively to change  
12. Takes responsibility for managing work projects to achieve results |
| Supports productive working relationships | 13. Shares expertise and knowledge with others  
14. Nurtures internal and external relationships  
15. Listens to, understands and recognises the needs of others  
16. Values individual differences and diversity  
17. Shares learning and supports others |
| Displays personal drive and integrity | 18. Compliance with instructions, procedures and legal obligations  
19. Demonstrates public service professionalism and probity  
20. Engages with risk and shows personal courage  
21. Commits to action  
22. Promotes and adopts a positive and balanced approach to work  
23. Demonstrates self awareness and a commitment to personal development |
| Communicates with influence | 24. Communicates clearly  
25. Listens, understands and adapts to audience  
26. Negotiates confidently |

7. JOB SPECIFIC CAPABILITIES

8. DELEGATE’S APPROVAL

| Reviewed By: | Date: |
| Approved By: | Date: |
| Last Updated By: | Date/Time: |
## 1. POSITION DETAILS

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## 2. POSITION CONTEXT

### Position Summary

The Training Systems Manager will provide expert advice on policy, legislation, systems and processes while promoting and managing complex relationships with internal and external clients, stakeholders and service providers at a regional level. The Training Systems Manager will research, analyse, review and evaluate programs, implement policies, procedures and processes, and initiate and drive continuous improvement and change.

The Training Systems Manager will have high level leadership capability and superior management skills that demonstrate an ability to achieve organisational objectives through successful planning techniques and by participating, contributing and collaborating within large teams. The Training Systems Manager will manage, mentor and evaluate team and individual performance and provide regular feedback to team members.

The Training Systems Manager will lead and manage a range of administrative activities that support the training business. These may include administration, compliance, analysis, learning and development, knowledge management, program management, policy, parliamentary services, finance, technology, people, training, quality management, research, service delivery, marketing, projects and internal reviews. The Training Systems Manager will promote a healthy and safe workplace environment and model ethical behaviour in accordance with the APS Code of Conduct and APS Values.

### Reporting/Working Relationships

### Special Conditions

## 3. QUALIFICATIONS/DELEGATIONS/SECURITY CLEARANCES

### Mandatory

- Certificate IV in Training and Assessment
- Undergraduate degree in a relevant field e.g. teaching, human resources, organisational design, management etc.
### 4. DELEGATIONS/SECURITY CLEARANCES/LICENCES

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### 5. PRIMARY OUTCOMES AND ACCOUNTABILITIES

**ROLE FUNCTIONS**

| Business | 1. Promote and manage relationships with internal and external clients, stakeholders and service providers.  
2. Provide expert advice on policy, legislation, systems and processes.  
3. Research and analyse a range of complex issues and develop, review, evaluate and implement policies, procedures, processes, documents and tools.  
4. Implement, lead, manage and review a program, project or initiative and drive continuous improvement and change.  
5. Provide input to strategic plans and undertake operational business planning.  
6. Lead and exemplify a healthy and safe working environment, modelling and promoting ethical behaviour and practices consistent with the APS Code of Conduct and APS Values. |
| Leadership | 1. Provide leadership and manage staff in day-to-day activities including developing, coaching and mentoring staff and building commitment to shared goals.  
2. Demonstrate collaboration, participation and contribution to the team and organisational objectives. |
| Specialist / Technical | 1. Lead, manage, monitor, review, and evaluate team and individual performance and provide regular feedback to team members. |

### 6. CAPABILITIES

| Business Capabilities | 1. Understands the business  
2. Demonstrates innovation, collaboration and impact  
3. Contributes to a positive or constructive workplace culture |
| Shapes Strategic Thinking | 4. Inspires a sense of purpose and direction  
5. Focuses strategically  
6. Harnesses information and opportunities  
7. Shows judgement, intelligence and common sense |
| Achieves results | 8. Uses relevant technology to achieve work objectives  
9. Builds organisational capability and responsiveness  
10. Marshals professional expertise  
11. Steers and implements change and deals with uncertainty  
12. Ensures closure and delivers on intended results |
| Cultivates productive working relationships | 13. Shares expertise and knowledge with others  
14. Nurtures internal and external relationships  
15. Facilitates cooperation and partnerships  
16. Values individual differences and diversity  
17. Guides, mentors and develops people |
| Exemplifies personal drive and integrity | 18. Compliance with instructions, procedures and legal obligations |
|                                         | 19. Demonstrates public service professionalism and probity |
|                                         | 20. Engages with risk and shows personal courage |
|                                         | 21. Commits to action |
|                                         | 22. Displays resilience |
|                                         | 23. Demonstrates self awareness and a commitment to personal development |

| Communicates with influence             | 24. Communicates clearly |
|                                         | 25. Listens, understands and adapts to audience |
|                                         | 26. Negotiates persuasively |

7. **JOB SPECIFIC CAPABILITIES**

8. **DELEGATE’S APPROVAL**

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<tr>
<th>Title</th>
<th>Training Systems Manager (National)</th>
<th>Classification Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position No</td>
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<tr>
<td>Group</td>
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<td>Team</td>
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<td>Reports to</td>
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</table>

2. POSITION CONTEXT

Position Summary

The Training Systems Manager will provide expert advice on policy, legislation, systems and processes while promoting and managing complex relationships with internal and external clients, stakeholders and service providers at a national level. The Training Systems Manager will research, analyse, review and evaluate programs, implement policies, procedures and processes, and initiate and drive continuous improvement and change.

The Training Systems Manager will have high level leadership capability and superior management skills that demonstrate an ability to achieve organisational objectives through successful planning techniques and by participating, contributing and collaborating within large teams across Australia. The Training Systems Manager will manage, mentor and evaluate team and individual performance and provide regular feedback to team members and team leaders.

The Training Systems Manager will lead and manage a range of administrative activities that support the training business. These may include strategic planning, administration, compliance, analysis, learning and development, knowledge management, program management, policy, parliamentary services, finance, technology, people, training, quality management, research, service delivery, marketing, projects and internal reviews. The Training Systems Manager will promote a healthy and safe workplace environment and model ethical behaviour in accordance with the APS Code of Conduct and APS Values.

Reporting/ Working Relationships

Special Conditions

3. QUALIFICATIONS/DELEGATIONS/SECURITY CLEARANCES
## Mandatory

- Certificate IV in Training and Assessment
- Undergraduate degree in a relevant field e.g. teaching, human resources, organisational design, management etc.

## Desirable

### 4. DELEGATIONS/SECURITY CLEARANCES/LICENCES

#### Mandatory

#### Desirable

### 5. PRIMARY OUTCOMES AND ACCOUNTABILITIES

#### ROLE FUNCTIONS

**Business**

1. Promote and manage relationships with internal and external clients, stakeholders and service providers.
2. Provide expert advice on policy, legislation, systems and processes.
3. Research and analyse a range of complex issues and develop, review, evaluate and implement policies, procedures, processes, documents and tools.
4. Implement, lead, manage and review a program, project or initiative and drive continuous improvement and change.
5. Provide input to strategic plans and undertake operational business planning.
6. Lead and exemplify a healthy and safe working environment, modelling and promoting ethical behaviour and practices consistent with the APS Code of Conduct and APS Values.

**Leadership**

1. Provide leadership and manage staff in day-to-day activities including developing, coaching and mentoring staff and building commitment to shared goals.
2. Demonstrate collaboration, participation and contribution to the team and organisational objectives.

**Specialist / Technical**

1. Lead, manage, monitor, review, and evaluate team and individual performance and provide regular feedback to team members.

### 6. CAPABILITIES

**Business Capabilities**

1. Understands the business
2. Demonstrates innovation, collaboration and impact
3. Contributes to a positive or constructive workplace culture

**Shapes Strategic Thinking**

4. Inspires a sense of purpose and direction
5. Focuses strategically
6. Harnesses information and opportunities
7. Shows judgement, intelligence and common sense

**Achieves results**

8. Uses relevant technology to achieve work objectives
9. Builds organisational capability and responsiveness
10. Marshals professional expertise
11. Steers and implements change and deals with uncertainty
12. Ensures closure and delivers on intended results
| Cultivates productive working relationships | 13. Shares expertise and knowledge with others  
14. Nurtures internal and external relationships  
15. Facilitates cooperation and partnerships  
16. Values individual differences and diversity  
17. Guides, mentors and develops people |
|------------------------------------------|----------------------------------------------------------------------------------|
| Exemplifies personal drive and integrity | 18. Compliance with instructions, procedures and legal obligations  
19. Demonstrates public service professionalism and probity  
20. Engages with risk and shows personal courage  
21. Commits to action  
22. Displays resilience  
23. Demonstrates self awareness and a commitment to personal development |
| Communicates with influence               | 24. Communicates clearly  
25. Listens, understands and adapts to audience  
26. Negotiates persuasively |

7. **JOB SPECIFIC CAPABILITIES**

8. **DELEGATE’S APPROVAL**

<table>
<thead>
<tr>
<th>Reviewed By:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Approved By:</td>
<td>Date:</td>
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<tr>
<td>Last Updated By:</td>
<td>Date/Time:</td>
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</tbody>
</table>
Department of Veterans' Affairs

REVIEW OF VETERANS' ADVOCACY TRAINING
COURSE MATERIAL REVIEW
Development of integrated learning program (high level mapping document) .................................................................4
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  Welfare Learning Program Map..........................................................6
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  Learning Theories................................................................................7
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BBSA was asked to review the TIP course material. It is important to note that the materials BBSA had access to, arrived in two batches and from two different sources. The first batch had a number of corrupt documents which could not be reviewed. The second batch of materials had programs labelled the same as the first, but content variations existed. Please see Appendix 1 for a complete list of documents reviewed and Appendix 2 for a complete list of corrupt documents.

Findings and recommendations have been made on the basis of material reviewed. BBSA was asked to:

- Develop an integrated learning program (high level mapping document)
- Review the materials and indicate alignment with:
  - Learning theories
  - Adult Learning Principles
  - Learning Methodologies
  - Assessment Methodologies
  - Evaluation Methodologies
  - Industry Training Packages
  - Job Roles
- Determine readiness for accreditation pathway
Development of integrated learning program (high level mapping document)

A learning program addresses a number of key and important factors and provides an overarching plan for trainers and training designers. Key factors include:

- The program focus and purpose
- Program timeline
- Competency Standards
- Target Group/audience
- Learner pre-requisites
- Learning outcomes
- Assessment methods & Tools
- Delivery approach & methods
- WHS issues
- Resources required for trainers and learners/trainees
- Costs of the programs
- Session outlines

A learning program template which can be incorporated into the TIP environment can be seen at Appendix 3.

As part of the planning process to developing a learning program, a program map is often produced. Below shows a generic map and a sample map based on one of the TIP programs. Once this map has been developed, further detailed is added to the Learning Program template.

A matrix has been produced (see Appendix 4) of the key content areas addressed in the TIP course materials. The materials do contain overlap and inconsistent in the content, timing and methods of presenting. This can create confusion for both trainer and learner/trainee and increases the overall costs of the training.

Recommendations

1. Develop and implement learning program documents for all TIP programs
Course Material Alignment

BBSA was asked to review the TIP course material and consider its alignment with a number of key learning areas.

Learning Theories

There are many different theories of learning that can and should be applied to adult learning environments. Trainers and training designers generally apply a variety of methods to cater for:

- the diversity of the learner group and
- the different information, theory, concepts and skill which need to be taught

The most notable learning theories are:

- Behavioural Learning
- Cognitive Learning (including information processing)
- Constructivist Learning

BEHAVIOURAL LEARNING

In behavioural learning theories, the focus is on techniques the trainer/facilitator can use to influence, shape and reinforce learners' behaviour. Behavioural learning techniques include:

- Use of repetition and practice
- Use of feedback and reward

COGNITIVE LEARNING (INCLUDING INFORMATION PROCESSING)

While behavioural learning theories consider learning to be a process where knowledge is transmitted and acquired by learners, it does not consider what is happening inside the learner’s head - that is, how the information they receive is being processed. The focus of cognitive learning theory is to strengthen a learners ability to organise and store information, find relationships between information and linking new information to existing mental frameworks. The general instruction process to support this theory involves:

- Gaining the learner's attention
- Informing the learner of the objective
Stimulating the learner’s prior or pre-requisite knowledge

Presenting new material

Providing learner guidance

Eliciting performance from the learner

Providing feedback about the learner’s performance

Assessing the learner’s performance

Enhancing retention and recall

Where learning involves a large about of new knowledge, information processing theory techniques greatly enhance training outcomes. These techniques include:

- providing roadmaps
- chunking information into meaningful and manageable clusters
- using headings, bullet points and structure to simplify and enhance comprehension
- using a logical sequence
- moving from simple concepts to more complex concepts
- using devices such as imagery and mind maps to aid in storage and retrieval of information
- using mnemonics and acronyms to aid in storage and retrieval of information
- revising previously covered material/learnings and using this to link to new material
- highlighting and summarising key points
- using practical examples and analogies to enhance context and meaning

CONSTRUCTIVIST LEARNING

Constructivist learning theories suggest that learning is not simply a process of learners absorbing ideas communicated to them by trainers, but rather, one in which learners take those ideas and assimilate them with their pre-existing notions and experience to modify their knowledge and understanding in a more complex, complete and refined way.

In a constructivist approach, teaching is thought of a process of supporting the construction and reconstruction of new knowledge rather than the
communication of knowledge. Consequently, the role of the trainer shifts from an instructor to a facilitator.

With this theory, learners are actively involved in the process of gathering, analysing and applying the information to solve problems and make informed that relate to real life. Constructivist learning techniques include:

- solving problems
- exploring open-ended questions and scenarios
- doing research
- experimenting and reflecting on the results
- working collaboratively with others
- developing products and portfolios
- making presentations

FINDINGS

There is some evidence in the materials BBSA has reviewed, of cognitive learning theory techniques such as:

- informing the learner of the objective (although these could be improved and tested)
- moving the learning from simple to complex (mostly through the levelling/hierarchy of different courses - Learning completes VEA Level 1 before they progress to VEA Level 2) and
- using practical examples and stories

However, given the high volume of information being presented to trainees/practitioners, in a short period of time, with very little review and consolidation of the information, it is unlikely that more than 20% of the information is being retained. This creates questions about the overall efficacy of the training initiatives.
Additionally, learners are likely to be feeling overwhelmed by the information and this may translate to volunteers leaving the system.

Recommendations

2. Incorporate more of the learning theory techniques into the training design and resources. This should help to engage learners and assist them with knowledge retention.

3. Formalise the OJT as a necessary extension to the face-to-face programs. This should help to support the constructivist learning theory and assist with achievement of competencies if an accreditation pathway is implemented.

Adult Learning Principles

The term "andragogy" was popularised by Malcolm Knowles in the late 1960s. Knowles described a number of assumptions about the way adults learn, which should be considered and catered for when teaching adults. His assumptions were:

- Need to know
- Learner's self-concept
- Role of the learner's experience
- Readiness to learn
- Orientation to learning
- Motivation

NEED TO KNOW

Most adults are reluctant to invest time and energy in learning something unless they understand beforehand why they need to know it. They may ask: ‘Why do I need to know this? or ‘Why is this important?’.

Adults want to understand the value. They want their learning experiences to:

- meet their needs
- be relevant
- help them achieve their goals.
Consequently trainers/facilitators should take the time to help their learners become aware of the “need to know”.

**LEARNER’S SELF-CONCEPT**

Adult learners want respect and to be seen as capable learners. They should be offered choice and be encouraged to set their own learning goals. They tend to dislike and resist situations which require them to give up control.

Adult learners:
- are self-motivated and self-directed
- are independent
- like to find their own way
- can make their own decisions
- want to manage their own learning.

Consequently trainers/facilitators and designers should offer opportunities for adults to take control and direct their learning accordingly.

**ROLE OF THE LEARNER’S EXPERIENCE**

Adult learners are a valuable resource because they bring the richness and diversity of their lives with them. Learning is more effective if they can use this experience as a resource for future learning.

Adults should be afforded the opportunity to use their existing knowledge and experience, which they can apply to new learning experiences. This means teaching techniques such as group discussions, group problem solving, simulations and discovery learning, case studies and storytelling are very useful at utilising the learner’s experience.

**READINESS TO LEARN**

Adults experience "teachable moments" These are points in time when they identify something they want to know or become proficient at, or when they experience something that connects with their life situations. They become ready to learn things in order to cope effectively with real-life situations.

Training should effective tap into these moments and provide links to personal experiences. The training should be:
- goal focused
timely and meaningful

ORIENTATION TO LEARNING

Adult learners want life-centred, task-centred or problem-centred learning experiences as opposed to subject-centred experiences. They want to learn what will help them perform tasks or deal with problems that are immediate to them, and collect further information as the needs arise.

MOTIVATION

Adults are motivated to learn by a wide range of factors, some extrinsic and some intrinsic. Knowles believes that as adults mature their motivation to learn becomes more intrinsic.

Motivation can be diminished by learning experiences that do not embrace adult learning principles.

FINDINGS

There is very little evidence in the materials that BBSA has reviewed that indicates the TIP course material is aligned to adult learning principles. The focus is on subject-centred learning and little acknowledgement of existing experiences. Whilst an RCC pathway does exist, presenter notes do not indicate strategies to cater for existing knowledge and skills when identified in the training.

It would be fair to say that people volunteering are motivated by intrinsic needs, however as previously mentioned, their motivation would be diminished if the learning environment is not catering for these principles.

BBSA acknowledges that individual trainers through their instruction and management of the program day-to-day can cater for some of these principles, however, it is impossible verify that from the material reviewed.

Recommendations

4. Implement a learning philosophy which drives the design and delivery of training

5. Move away from subject-centred training. In this current technological environment, information can be easily accessed when a need arises
Learning Methodologies

There are many different learning methods which can be employed in the TIP training environment. From the course material review, BBSA has identified that TIP predominately uses:

- formal face-to-face training and
- e-learning

FINDINGS

The majority of learning occurs within TIP through formal face-to-face training. Trainees attend a course based on the role they wish to play and receive content predetermined by TIP. The face-to-face training modules are content laden and there is little evidence of good consistent training structure which allows for learner practice opportunities and reinforcement of theory/key messages.

All training should follow a delivery structure which contains an Introduction, Main Body and Conclusion.

All sessions should have a comprehensive introduction which addresses:

- Interest
- Need
- Topic
- Range
- Outcome
- Assessment
- Safety/Housekeeping

All sessions should have a conclusion which addresses:

- Outcomes
- Feedback
- Future

Training structure of a knowledge based session should follow the EAS model (or similar). That is:
Explain: the key content and messages

Activity: Provide an opportunity to apply the knowledge and

Summary: Summarise or review the key content.

Training structure of a skills based session should follow the S,ST,C,P,A model (or similar). That is:

- Show
- Show & Tell
- Check Understanding
- Practice
- Assess

As an example, the table below shows how this comes together for complex knowledge sessions:

<table>
<thead>
<tr>
<th>Introduction</th>
<th>EAS</th>
<th>EAS</th>
<th>EAS</th>
<th>EAS</th>
<th>EAS</th>
<th>EAS</th>
<th>Conclusion</th>
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<td></td>
<td></td>
<td></td>
<td>Main Body</td>
</tr>
</tbody>
</table>

As an example, the table below shows how this comes together for skills sessions:

<table>
<thead>
<tr>
<th>Introduction</th>
<th>S</th>
<th>ST</th>
<th>C</th>
<th>P</th>
<th>A</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Main Body</td>
</tr>
</tbody>
</table>

BBSA has identified some introduction and conclusion elements present in TIP materials, however, the main body only consistently addresses the "explain" component of this model. There are some activities and assessments in some programs, they do not exist across all programs nor cover all theory sets.

On the Job Training (OJT)

Whilst ESOs are encouraged to use OJT as an approach to enhance and embed learnings, no supporting documentation such as learning journals/passbooks, portfolio tools, learning plans have been identified to support this process.
Recommendations

6. Implement a consistent training structure for face-to-face training design
7. Formalise the OJT as part of a learners’ learning journey
8. Move the theory sets to an e-learning framework which can be accessed when needed by each learner
9. Teach people how to source information rather than teaching them “the information”

Assessment Methodologies

ASSESSMENT APPROACHES - FORMATIVE

Formative assessment takes place throughout the learning process. It is based on participation in the learning experience, observations of trainees during in-course activities, completion of in-course tasks/exercises. The general purpose of formative assessment is to establish the trainees’ progress and to address any issues that may be highlighted. It can also be used by trainers to make adjustments to the learning program so that the learning needs of the trainees are met more effectively.

Formative assessment can contribute to the formal assessment of an individual. However, the assessment practices should be documented and communicated to trainees prior to the program commencing and the outcomes of the assessment recorded.

ASSESSMENT APPROACHES - SUMMATIVE

Summative assessment takes place at the end of the learning process. Its purpose is to verify that the trainee has acquired (or can demonstrate) the required skills and knowledge.

TYPES OF ASSESSMENT EVIDENCE

Assessment evidence is often classified into three different categories:

1. Direct: is observed directly by an assessor. Includes direct observation and oral questioning

2. Indirect: refers to the work of a trainee which can be reviewed by an assessor but the completion of that work has not been observed directly. It includes written tests, review of workplace documentation, video performance, review of finished products
3. Supplementary: refers to additional evidence which supports a trainees’ competence. It includes third party reports/testimonials, records of training, journals and work diaries and resumes.

ASSESSMENT METHODS

There are a number of different assessment methods which can be effectively used to assess a trainee’s competence. These methods include:

- Direct Observation
- Oral Questioning
- Written Questioning/Tests
- Role Plays & Simulations
- Case Studies and scenarios
- Portfolios
- Project work
- Group work
- Assessment tasks – written pieces
- Workplace tasks
- Journal & diaries
- Third party reports/testimonials

FINDINGS

BBSA has reviewed the training materials and identified a number of assessment methods (formative and direct) being used within the TIP. The use of oral and written questioning is used through the “Tick and Flick” and the various “assessment” initiatives. Direct observation is occurring, however there is no formalisation of the observation events or of the competencies being assessed.

A number of activities could be enhanced and/or introduced to develop a more rigorous and valid assessment approach. As activities or worksheets are completed throughout the training, they could be added to a trainees “portfolio” and used to determine overall competence.
Recommendations

10. Develop and implement assessment plans for each program
11. Map activities and existing assessments to competency standards
12. Develop additional assessments to fill gaps identified in mapping
13. Formalise the OJT as part of an assessment plan & approach

Evaluation Methodologies

Training review and evaluation are important keys to continually improving the standard of training delivery, and maintaining client/learner satisfaction. This review and evaluation should be built into every stage of the training process (from needs analysis through to training implementation). Information should be sought from all appropriate stakeholders:

- Trainers
- Assessors
- Designers
- Clients/ stakeholders and
- Learners

The work and ideas of Donald Kirkpatrick are commonly used as the basis for training evaluation.

Kirkpatrick’s model of training evaluation has four levels in which training outcomes can be measured.

- **Level 1** – Reaction: Did the learners enjoy the experience? Was the training relevant to their work?
- **Level 2** - Learning: Did the learners advance their skills, knowledge or attitude? Did learners achieve the learning outcomes?
- **Level 3** - Behaviour: Are the newly acquired skills, knowledge or attitudes being used in the everyday environment of the learners? Did the learners show improved on-the-job performance as a result of the training?
- **Level 4** - Results: Has the training had a positive impact on the organisation’s performance?

The time, effort and rigour required for evaluation increases as one moves through the four levels. At the same time, each of the four levels is considered to
be a better measure of the program effectiveness than the preceding levels. So while learners’ reactions are the easiest outcome to measure, they are the least precise indicator of program effectiveness.

FINDINGS

BBSA has reviewed the following TIP evaluation documents, considered to support Kirkpatrick's Level 1 (samples of these can be seen at Appendix 5):

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Document Label (internal to the document)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M COURSE EVALUATION FORM.doc</td>
<td>Training and Information Program [National] Course Evaluation Sheet</td>
</tr>
<tr>
<td>Chapter 6 MRCA Mil Compensation L1 Evaluation.doc</td>
<td>Training &amp; Information Program [National] Course Evaluation Sheet</td>
</tr>
<tr>
<td>TCG[Victoria] EVALUATION PROFORMA.doc</td>
<td>Training &amp; Information Program [TIP] End of Course Internal Evaluation</td>
</tr>
<tr>
<td>M Course Evaluation form SOP OCP.doc</td>
<td>Training and Information Program [National] Course Evaluation Sheet</td>
</tr>
<tr>
<td>TIP[Nat]EVALUATION</td>
<td>Training &amp; Information Program</td>
</tr>
</tbody>
</table>
Whilst there are similarities between the first six and the last three documents, variations do exist. There is no indication as to the currency of any of these documents, making it particularly difficult for trainers and training co-ordinators to ensure they can implement the correct and most recent document.

As it stands, qualitative and quantitative data would be difficult to correlate across all TIP programs and the opportunity for data trends (outside any single location) would be impossible. This greatly minimises the effectiveness of the training evaluation and continuous improvement activities.

For example, one evaluation template may capture the need to improve an aspect of a training program. Effort could be expended to cater for this. However, as other locations are not seeking this feedback (as their template does not request the information), the initial need cannot be validated and the "improvement" may not fit all locations. This can result in both ineffective and inefficient training evaluation practices.

Whilst the TIP evaluation templates, as currently designed, capture both qualitative and quantitative data, design improvements should be made to maximise the value of the evaluation initiative. These include:

- Introduce a four point Likert scale for each question defined by the terms, "strongly disagree", "disagree", "agree", and "strongly agree". This is typically used within the training sector and avoids the central rating, otherwise referred to as "fence sitting". The quantitative data collected will indicate a strength of feeling across programs, locations, facilitators.

- Quantitative statements should be added capturing:
  - Program Objectives
  - Course Materials & Design
  - Course Relevance
  - Facilitator Knowledge
• Facilitator Delivery & Style
• Knowledge and Skills Acquisition
• Venue/facilities

• Qualitative statements should be added capturing:
  • Learning Outcomes
  • Transfer of Learning Strategies
  • Barriers to apply knowledge & skills
  • Support & Assistance

Please see Appendix 6 for a revised TIP evaluation form.

Evaluation of Kirkpatrick’s additional levels should also be improved. There is some evidence of Level 2 evaluation occurring such as the “tick and flick” activity and other assessment style activities. Beyond this, evaluation of learning would only be occurring in an informal way.

Recommendations
14. Redesign the Level 1 Evaluation Form to improve data quality
15. Ensure only one training evaluation Level 1 Reaction template is used across all locations and all programs
16. Develop and formalise assessment practices to evaluate Level 2 Learning
17. Develop a training evaluation strategy to evaluate Level 3 Behaviour and Level 4 Results
Industry Training Packages

Vocational education and training (VET) refers to the sector responsible for developing the skills and knowledge of individuals for work, as well as providing general education for the community. VET includes education and training undertaken in industries, enterprises, government agencies and community and school settings. It encompasses recognised training leading to a formal qualification. Australia’s VET system is:

- Industry led - employers, unions and professional associations define the outcomes from training within their industry
- National - the system is managed by state/commonwealth governments in partnership with industry and training providers and is
- Client focused - the system is designed to be relevant to the needs of employers and individuals who use it

Training Packages are a central pillar of the VET system. They represent the national industry benchmarks for both training and assessment. Training Packages describe the skills and knowledge that individuals need to perform effectively in the workplace. Training Packages contain sets of nationally endorsed standards and qualifications.

FINDINGS

A review of the current training packages has occurred and two suitable training packages and a total of five qualifications identified.

1. Public Sector Training Package
   a. PSP30112 - Certificate III in Government
   b. PSP40112 - Certificate IV in Government

2. Community Services Training Package
   a. CHC30112 - Certificate III in Community Services Work
   b. CHC41012 - Certificate IV in Community Services Advocacy
   c. CHC42512 - Certificate IV in Community Services (Information, advice and referral)
PUBLIC SECTOR TRAINING PACKAGE

The Public Sector Training Package specifies nationally endorsed units of competency, qualifications frameworks and assessment guidelines required to perform effectively in the workplace for roles within or associated with the public sector.

Two qualifications have been identified within this training package as having some relevance and alignment with the expected position functions of a TIP Practitioner. Both of the qualifications have a package of units of competency which make up the qualification. This package of units of competency contain core units and elective units. BBSA has reviewed all units of competency and developed a refined list of elective units, which can be selected and packaged together with the core units to fulfil the qualification requirements. Full unit detail can be found at Appendix 7.

PSP30112 - Certificate III in Government

Core & Suggested Elective Units

There are a total of 11 units of competency required for this qualification; 7 core units and 4 electives.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Core/Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSPETHC301B</td>
<td>Uphold the values and principles of public service</td>
<td>Core</td>
</tr>
<tr>
<td>PSPGOV301B</td>
<td>Work effectively in the organisation</td>
<td>Core</td>
</tr>
<tr>
<td>PSPGOV302B</td>
<td>Contribute to workgroup activities</td>
<td>Core</td>
</tr>
<tr>
<td>PSPGOV308B</td>
<td>Work effectively with diversity</td>
<td>Core</td>
</tr>
<tr>
<td>PSPGOV312A</td>
<td>Use workplace communication strategies</td>
<td>Core</td>
</tr>
<tr>
<td>PSPLEGN301B</td>
<td>Comply with legislation in the public sector</td>
<td>Core</td>
</tr>
<tr>
<td>PSPOHS301A</td>
<td>Contribute to workplace safety</td>
<td>Core</td>
</tr>
<tr>
<td>PSPGOV303B</td>
<td>Build and maintain internal networks</td>
<td>Elective</td>
</tr>
<tr>
<td>PSPGOV307B</td>
<td>Organise workplace information</td>
<td>Elective</td>
</tr>
<tr>
<td>PSPGOV309A</td>
<td>Address client needs</td>
<td>Elective</td>
</tr>
<tr>
<td>PSPGOV311A</td>
<td>Work with a coach or mentor</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBLED301A</td>
<td>Undertake elearning</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBRGK304B</td>
<td>Maintain business records</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCD307C</td>
<td>Support community resources</td>
<td>Elective</td>
</tr>
</tbody>
</table>
PSP40112 - Certificate IV in Government

Core & Suggested Elective Units

There are a total of 15 units of competency required for this qualification; 6 core units and 9 electives.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Core/Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSPETHC401A</td>
<td>Uphold and support the values and principles of public service</td>
<td>Core</td>
</tr>
<tr>
<td>PSPGOV402B</td>
<td>Deliver and monitor service to clients</td>
<td>Core</td>
</tr>
<tr>
<td>PSPGOV408A</td>
<td>Value diversity</td>
<td>Core</td>
</tr>
<tr>
<td>PSPGOV422A</td>
<td>Apply government processes</td>
<td>Core</td>
</tr>
<tr>
<td>PSPLEGN401A</td>
<td>Encourage compliance with legislation in the public sector</td>
<td>Core</td>
</tr>
<tr>
<td>PSPPOL404A</td>
<td>Support policy implementation</td>
<td>Core</td>
</tr>
<tr>
<td>PSPOHS301A</td>
<td>Contribute to workplace safety</td>
<td>Elective</td>
</tr>
<tr>
<td>PSPGOV403B</td>
<td>Use resources to achieve work unit goals</td>
<td>Elective</td>
</tr>
<tr>
<td>PSPGOV406B</td>
<td>Gather and analyse information</td>
<td>Elective</td>
</tr>
<tr>
<td>PSPGOV411A</td>
<td>Deal with conflict</td>
<td>Elective</td>
</tr>
<tr>
<td>PSPGOV412A</td>
<td>Use advanced workplace communication strategies</td>
<td>Elective</td>
</tr>
<tr>
<td>PSPGOV418A</td>
<td>Develop internal and external networks</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU203A</td>
<td>Communicate electronically</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBRKG401B</td>
<td>Review the status of a record</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCD401E</td>
<td>Support community participation</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCD413E</td>
<td>Work within specific communities</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCMED413B</td>
<td>Manage communication processes to define the dispute</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCMED415A</td>
<td>Facilitate interaction between parties in mediation</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCORP525D</td>
<td>Recruit and coordinate volunteers</td>
<td>Elective</td>
</tr>
</tbody>
</table>
Community Services Training Package

The Community Services Training Package specifies nationally endorsed units of competency, qualifications frameworks and assessment guidelines required to perform effectively in the workplace for roles within or associated with the community services sector.

Three qualifications have been identified within this training package as having some relevance and alignment with the expected position functions of a TIP Practitioner. Both of the qualifications have a package of units of competency which make up the qualification. This package of units of competency contain core units and elective units. BBSA has reviewed all units of competency and developed a refined list of elective units, which can be selected and packaged together with the core units to fulfil the qualification requirements. Full unit detail can be found at Appendix 7.

CHC30112 - Certificate III in Community Services Work

Core & Suggested Elective Units

There are a total of 13 units of competency required for this qualification; 8 core units and 5 electives.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Core/Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCADMIN305F</td>
<td>Work within the administration protocols of the organisation</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCD412B</td>
<td>Work within a community development framework</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCOM302D</td>
<td>Communicate appropriately with clients and colleagues</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCS308B</td>
<td>Provide first point of contact</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCS411C</td>
<td>Work effectively in the community sector</td>
<td>Core</td>
</tr>
<tr>
<td>CHCNET301D</td>
<td>Participate in networks</td>
<td>Core</td>
</tr>
<tr>
<td>CHCORG303C</td>
<td>Participate effectively in the work environment</td>
<td>Core</td>
</tr>
<tr>
<td>HLTWHS300A</td>
<td>Contribute to WHS processes</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCS401C</td>
<td>Facilitate responsible behaviour</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCS422B</td>
<td>Respond holistically to client issues and refer appropriately</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCD401E</td>
<td>Support community participation</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBINM201A</td>
<td>Process and maintain workplace information</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCAC318B</td>
<td>Work effectively with older people</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCAD401D</td>
<td>Advocate for clients</td>
<td>Elective</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Name</td>
<td>Core/Elective</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>CHCCD307D</td>
<td>Support community resources</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCD413E</td>
<td>Work within specific communities</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCS419C</td>
<td>Provide support services to clients</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCDIS301C</td>
<td>Work effectively with people with a disability</td>
<td>Elective</td>
</tr>
</tbody>
</table>

**CHC41012 - Certificate IV in Community Services Advocacy**

**Core & Suggested Elective Units**

There are a total of 15 units of competency required for this qualification; 9 core units and 6 electives.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Core/Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBINM201A</td>
<td>Process and maintain workplace information</td>
<td>Core</td>
</tr>
<tr>
<td>CHCAD401D</td>
<td>Advocate for clients</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCD412B</td>
<td>Work within a community development framework</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCOM403A</td>
<td>Use targeted communication skills to build relationships</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCS400C</td>
<td>Work within a relevant legal and ethical framework</td>
<td>Core</td>
</tr>
<tr>
<td>CHCNET402B</td>
<td>Establish and maintain effective networks</td>
<td>Core</td>
</tr>
<tr>
<td>HLTHIR403C</td>
<td>Work effectively with culturally diverse clients and coworkers</td>
<td>Core</td>
</tr>
<tr>
<td>HLTHIR404D</td>
<td>Work effectively with Aboriginal and/or Torres Strait Islander people</td>
<td>Core</td>
</tr>
<tr>
<td>HLTWHS300A</td>
<td>Contribute to WHS processes</td>
<td>Core</td>
</tr>
<tr>
<td>CHCAC318B</td>
<td>Work effectively with older people</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCAD504B</td>
<td>Provide advocacy and representation services</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCS411C</td>
<td>Work effectively in the community sector</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCS503B</td>
<td>Develop, implement and review services and programs to meet client needs</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCDIS301C</td>
<td>Work effectively with people with a disability</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCINF407D</td>
<td>Meet information needs of the community</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCLEG411A</td>
<td>Use relevant legislation in response to client needs</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCNET404B</td>
<td>Facilitate links with other services</td>
<td>Elective</td>
</tr>
</tbody>
</table>
CHC42512 - Certificate IV in Community Services (Information, advice and referral)

Core & Suggested Elective Units

There are a total of 15 units of competency required for this qualification; 9 core units and 6 electives.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Core/Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBINM201A</td>
<td>Process and maintain workplace information</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCOM403A</td>
<td>Use targeted communication skills to build relationships</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCS400C</td>
<td>Work within a relevant legal and ethical framework</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCS407C</td>
<td>Operate referral procedures</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCS411C</td>
<td>Work effectively in the community sector</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCS416B</td>
<td>Assess and provide services for clients with complex needs</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCS422B</td>
<td>Respond holistically to client issues and refer appropriately</td>
<td>Core</td>
</tr>
<tr>
<td>CHCDEV001</td>
<td>Confirm client developmental status</td>
<td>Core</td>
</tr>
<tr>
<td>CHCOR405E</td>
<td>Maintain an effective work environment</td>
<td>Core</td>
</tr>
<tr>
<td>HLTHIR403C</td>
<td>Work effectively with culturally diverse clients and co-workers</td>
<td>Core</td>
</tr>
<tr>
<td>CHCINF403E</td>
<td>Coordinate information systems</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCINF407D</td>
<td>Meet information needs of the community</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCNET402B</td>
<td>Establish and maintain effective networks</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCNET404B</td>
<td>Facilitate links with other services</td>
<td>Elective</td>
</tr>
<tr>
<td>CHDIS301C</td>
<td>Work effectively with people with a disability</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCAC318B</td>
<td>Work effectively with older people</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCS314B</td>
<td>Deliver services to meet personal needs of clients</td>
<td>Elective</td>
</tr>
</tbody>
</table>

Whilst only a partial alignment has been seen against some of these units of competency, BBSA acknowledges that not all training material has been viewed and the alignment may be greater. Additionally, with an adjustment to training approaches and content and the introduction of assessment methodologies, the qualifications identified present a real possibility from accreditation of TIP practitioner competence.

The table below provides an initial and high level mapping of the course material to the qualifications. If an accreditation pathway is implemented a more thorough and detailed mapping would be necessary.
### Initial Mapping of Units of Competency

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Element</th>
<th>Number of links</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBINM201A</td>
<td>Process and maintain workplace information</td>
<td>Collect information</td>
<td>✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Process workplace information</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maintain information systems</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>BSBITU203A</td>
<td>Communicate electronically</td>
<td>Implement procedures to send and receive electronic mail</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Manage electronic mail</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collaborate online</td>
<td></td>
<td>Possible through job function and CoP initiatives</td>
</tr>
<tr>
<td>BSBLED301A</td>
<td>Undertake elearning</td>
<td>Identify learning needs</td>
<td></td>
<td>Could be achieved through formal enrolment and/or OJT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify e-learning opportunities</td>
<td></td>
<td>Could be achieved through formal enrolment and/or OJT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop an e-learning plan</td>
<td></td>
<td>Could be achieved with the OJT activities as more training modules are uploaded to an e-learning platform</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undertake e-learning</td>
<td>✓</td>
<td>If trainees access the elearning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review e-learning</td>
<td>✓</td>
<td>If trainees access the elearning</td>
</tr>
<tr>
<td>BSBRKG304B</td>
<td>Maintain business records</td>
<td>Collate business records</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Update business or records system</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Name</td>
<td>Element</td>
<td>Number of links</td>
<td>Comments</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prepare reports from the business or records system</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>BSBRKG401B</td>
<td>Review the status of a record</td>
<td>Identify classes of records justifying review</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review disposal authority and access conditions</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prepare new appraisal reports</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implement recommendations and re interpretations</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>CHCAC318B</td>
<td>Work effectively with older people</td>
<td>Apply understanding of the structure and profile of the residential aged care sector</td>
<td>✅</td>
<td>Possible through job function, Welfare Face-to-face</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apply understanding of the home and community care sector</td>
<td>✅</td>
<td>Possible through job function, Welfare Face-to-face</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrate commitment to the philosophy of 'positive ageing'</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apply understanding of the physical and psychosocial aspects of ageing</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apply understanding of changes associated with</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Name</td>
<td>Element</td>
<td>Number of links</td>
<td>Comments</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ageing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Support the rights and interests of the older person</td>
<td>✓   ✓   ✓</td>
<td>Possible through job function, Welfare Face-to-face, VEA, MRCA, SRCA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Support the older person who is experiencing loss and grief</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deliver services within a quality framework</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>CHCAD401D</td>
<td>Advocate for clients</td>
<td>Assist clients to identify their rights and represent their own needs</td>
<td>✓   ✓   ✓</td>
<td>Welfare Face-to-face, VEA, MRCA, SRCA, Basic Advocate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advocate on behalf of clients on request</td>
<td>✓   ✓   ✓</td>
<td>Welfare, VEA, MRCA, SRCA, Basic Advocate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advocate for clients</td>
<td>✓   ✓   ✓</td>
<td>Welfare Face-to-face, VEA, MRCA, SRCA, Basic Advocate</td>
</tr>
<tr>
<td>CHCAD5048</td>
<td>Provide advocacy and representation services</td>
<td>Establish the representative role and process</td>
<td>✓</td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participate in decision-making forums</td>
<td>✓</td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Negotiate outcomes and liaise with key people</td>
<td>✓</td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluate effectiveness of strategies</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>CHCADMIN305F</td>
<td>Work within the</td>
<td>Complete workplace forms</td>
<td>✓   ✓   ✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Name</td>
<td>Element</td>
<td>Number of links</td>
<td>Comments</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>administration protocols of the organisation</td>
<td>Store and maintain organisation information</td>
<td>☑️ ☑️ ☑️</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use and maintain equipment and machines</td>
<td>☑️ ☑️ ☑️</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Manage inquiries in accordance with organisation policy and protocol</td>
<td>☑️ ☑️ ☑️</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td>CHCCD307D</td>
<td>Support community resources</td>
<td>Develop an information base</td>
<td>☑️ ☑️ ☑️</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Establish relationship with key people</td>
<td>☑️ ☑️ ☑️</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apply strategies for linking people</td>
<td>☑️ ☑️</td>
<td>Possible through job function, Basic &amp; Advanced Welfare</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maintain community facilities and resources</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>CHCCD401E</td>
<td>Support community participation</td>
<td>Work with individuals and the community to promote participation</td>
<td>☑️</td>
<td>Basic &amp; Advanced Welfare, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Support existing community activities</td>
<td>☑️</td>
<td>Basic &amp; Advanced Welfare, Possible through job function</td>
</tr>
<tr>
<td>CHCCD412B</td>
<td>Work within a community development</td>
<td>Operate within a community development framework</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distinguish between private</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Name</td>
<td>Element</td>
<td>Number of links</td>
<td>Comments</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>CHCCD413E</td>
<td>Work within specific communities</td>
<td>Define the issues of specific communities or groups</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undertake relevant work in the context of specific communities or groups</td>
<td></td>
<td>Possible through job function</td>
</tr>
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<td></td>
<td></td>
<td>Evaluate work undertaken within specific communities</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>CHCCOM302D</td>
<td>Communicate appropriately with clients and colleagues</td>
<td>Exercise effective communication techniques</td>
<td>✓ ✓</td>
<td>Basic &amp; Advanced Welfare</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Follow routine instructions</td>
<td>✓ ✓</td>
<td>Basic &amp; Advanced Welfare</td>
</tr>
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<td></td>
<td></td>
<td>Complete reports as required</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>CHCCOM403A</td>
<td>Use targeted communication skills to build relationships</td>
<td>Communicate effectively with clients and staff</td>
<td>✓ ✓ ✓</td>
<td>Basic &amp; Advanced Welfare, Possible through job function, Basic Advocate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contribute to the implementation of effective communication strategies</td>
<td>✓ ✓ ✓</td>
<td>Basic &amp; Advanced Welfare, Possible through job function, Basic Advocate</td>
</tr>
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<td>Unit Code</td>
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<tr>
<td>CHCCS308B</td>
<td>Provide first point of contact</td>
<td>Use specific communication techniques to maintain constructive interaction</td>
<td>✓ ✓ ✓</td>
<td>Basic &amp; Advanced Welfare, Possible through job function, Basic Advocate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Facilitate discussions</td>
<td>✓ ✓ ✓</td>
<td>Basic &amp; Advanced Welfare, Possible through job function, Basic Advocate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify communication strategies to build relationships with clients who are involuntary or present communication challenges</td>
<td>✓ ✓ ✓</td>
<td>Basic &amp; Advanced Welfare, Possible through job function, Basic Advocate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide first point of contact Greet and observe client</td>
<td>✓</td>
<td>Basic Welfare, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collect routine information from the client</td>
<td>✓ ✓</td>
<td>Basic &amp; Advanced Welfare, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify priority of need for service</td>
<td>✓ ✓</td>
<td>Basic &amp; Advanced Welfare, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide information to clients about the service and other relevant services</td>
<td>✓ ✓</td>
<td>Basic &amp; Advanced Welfare, Possible through job function</td>
</tr>
<tr>
<td>CHCCS314B</td>
<td>Deliver services to meet personal needs of clients</td>
<td>Assess client needs to ensure they can be met</td>
<td>✓ ✓</td>
<td>Basic &amp; Advanced Welfare, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify and provide for the delivery of services to meet client needs</td>
<td>✓ ✓</td>
<td>Basic &amp; Advanced Welfare, Possible through job function</td>
</tr>
<tr>
<td>CHCCS400C</td>
<td>Work within a relevant</td>
<td>Demonstrate an</td>
<td>✓ ✓ ✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td>Unit Code</td>
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<td></td>
<td>legal and ethical framework</td>
<td>understanding of legislation and common law relevant to work role</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Follow identified policies and practices</td>
<td>✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work ethically</td>
<td>✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recognise and respond when client rights and interests are not being protected</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>CHCCS401C</td>
<td>Facilitate responsible behaviour</td>
<td>Monitor behaviour of the client</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use communication strategies to de-escalate conflict</td>
<td>✓</td>
<td>Welfare, Advocate, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Respond to behaviours of concern</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>CHCCS407C</td>
<td>Operate referral procedures</td>
<td>Confirm client needs</td>
<td>✓</td>
<td>Basic &amp; Advanced Welfare, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advise on referral options</td>
<td>✓</td>
<td>Basic &amp; Advanced Welfare, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arrange referral</td>
<td>✓</td>
<td>Basic &amp; Advanced Welfare, Possible through job function</td>
</tr>
<tr>
<td>CHCCS411C</td>
<td>Work effectively in the</td>
<td>Work ethically</td>
<td></td>
<td>Possible through job function</td>
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<td></td>
<td>community sector</td>
<td>Communicate effectively in a community work or service delivery setting</td>
<td>✔</td>
<td>Basic &amp; Advanced Welfare, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work effectively within the community services system</td>
<td></td>
<td>Possible through job function</td>
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<td></td>
<td></td>
<td>Demonstrate commitment to relevant values and philosophy underpinning work in the sector</td>
<td></td>
<td>Possible through job function</td>
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<td>Maintain work standards</td>
<td></td>
<td>Possible through job function</td>
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<td></td>
<td>Take responsibility for personal skill development</td>
<td></td>
<td>Possible through job function</td>
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<td></td>
<td></td>
<td>Reflect on own practice</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>CHCCS416B</td>
<td>Assess and provide services for clients with complex needs</td>
<td>Assess and analyse client needs</td>
<td>✔ ✔ ✔</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify and provide for the delivery of services to meet client needs</td>
<td>✔</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluate client service delivery</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>CHCCS419C</td>
<td>Provide support services to clients</td>
<td>Establish a working relationship with clients to assist them to identify their needs</td>
<td>✔ ✔ ✔</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
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<td>Unit Code</td>
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<td></td>
<td></td>
<td>Support clients to meet their needs</td>
<td>✓</td>
<td>Basic &amp; Advanced Welfare, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Promote preventative strategies</td>
<td>✓</td>
<td>Basic &amp; Advanced Welfare, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review work with clients</td>
<td>✓</td>
<td>Basic &amp; Advanced Welfare, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use self-protection strategies as required</td>
<td>✓</td>
<td>Basic &amp; Advanced Welfare, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Refer clients</td>
<td>✓</td>
<td>Basic &amp; Advanced Welfare, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide specialist services to clients</td>
<td>✓</td>
<td>Basic &amp; Advanced Welfare, Possible through job function</td>
</tr>
<tr>
<td>CHCCS422B</td>
<td>Respond holistically to client issues and refer appropriately</td>
<td>Establish interpersonal relationship with client</td>
<td>✓</td>
<td>Basic &amp; Advanced Welfare, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify the range of issues impacting on the client and assess client needs</td>
<td>✓</td>
<td>Basic &amp; Advanced Welfare, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analyse and assess information to determine appropriate course of action to be followed</td>
<td>✓</td>
<td>Basic &amp; Advanced Welfare, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Refer client to other services to provide coordinated support</td>
<td>✓</td>
<td>Basic &amp; Advanced Welfare, Possible through job function</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Name</td>
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<tr>
<td>CHCC503B</td>
<td>Develop, implement and review services and programs to meet client needs</td>
<td>Review effectiveness of services provided to meet client needs</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify programs and service requirements to meet client needs</td>
<td>✔️</td>
<td>Basic &amp; Advanced Welfare, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop and implement programs for meeting client needs</td>
<td></td>
<td>Possible through job function</td>
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<tr>
<td></td>
<td></td>
<td>Monitor and review programs</td>
<td></td>
<td>Possible through job function</td>
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<tr>
<td>CHCDEV001</td>
<td>Confirm client developmental status</td>
<td>Apply knowledge of human development to check client's developmental status</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify developmental issues</td>
<td></td>
<td>Possible through job function</td>
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<tr>
<td></td>
<td></td>
<td>Check for and respond appropriately to specific issues</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>CHCDIS301C</td>
<td>Work effectively with people with a disability</td>
<td>Demonstrate an understanding of the delivery of quality services for people with disabilities</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicate effectively with people with a disability</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Name</td>
<td>Element</td>
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<tr>
<td>CHCINF403E</td>
<td>Coordinate information systems</td>
<td>Demonstrate the capacity to support <em>rights, interests and needs</em> of people with disabilities</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrate the capacity to provide support across a range of disability types</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Respond to situations of risk or potential risk to people with disabilities</td>
<td></td>
<td>Possible through job function</td>
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<tr>
<td>CHCINF403E</td>
<td>Coordinate information systems</td>
<td>Gather and record <em>information</em></td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prepare and present <em>reports</em></td>
<td>✓</td>
<td>Advocate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supervise processes for collection, use, storage and dissemination of information</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>CHCINF407D</td>
<td>Meet information needs of the community</td>
<td>Identify information requirements</td>
<td>✓ ✓ ✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Address information requirements</td>
<td>✓ ✓ ✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td>CHCLEG411A</td>
<td>Use relevant legislation in response to client needs</td>
<td>Apply an understanding of relevant legislation</td>
<td>✓ ✓ ✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify and interpret relevant legislative provisions</td>
<td>✓ ✓ ✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Name</td>
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<tr>
<td>CHCMED413B</td>
<td>Manage communication processes to define the dispute</td>
<td>Identify strategies in response to the client’s needs</td>
<td>✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
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<td></td>
<td></td>
<td>Establish communication protocols</td>
<td></td>
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<td></td>
<td>Model communication skills to facilitate the mediation process</td>
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<td></td>
<td></td>
<td>Define the dispute</td>
<td></td>
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<tr>
<td>CHCMED415A</td>
<td>Facilitate interaction between parties in mediation</td>
<td>Facilitate the development of trust in the process</td>
<td></td>
<td>Possible through job function</td>
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<tr>
<td></td>
<td></td>
<td>Assist parties to share problem solving and negotiation</td>
<td></td>
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<td></td>
<td>Work within limitations of the mediation process</td>
<td></td>
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<tr>
<td>CHCNET301D</td>
<td>Participate in networks</td>
<td>Identify and select appropriate networks</td>
<td>✓</td>
<td>Basic &amp; Advanced Welfare, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make effective use of relevant networks</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>CHCNET402B</td>
<td>Establish and maintain effective networks</td>
<td>Develop cooperative working relationships and strategic alliances with other organisations</td>
<td>✓</td>
<td>Basic &amp; Advanced Welfare, Possible through job function</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Name</td>
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<td></td>
<td></td>
<td>Represent the organisation</td>
<td></td>
<td>Possible through job function</td>
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<td></td>
<td></td>
<td>Maintain networks</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>CHCNET404B</td>
<td>Facilitate links with other services</td>
<td>Identify and maintain links with relevant services</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide relevant information to services</td>
<td></td>
<td>Possible through job function</td>
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<tr>
<td></td>
<td></td>
<td>Work with and support other organisations to enhance service delivery</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>CHCORG303C</td>
<td>Participate effectively in the work environment</td>
<td>Contribute to the effective operation of the workgroup</td>
<td></td>
<td>Possible through job function</td>
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<tr>
<td></td>
<td></td>
<td>Review and develop own work performance</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work cooperatively with others</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contribute to the development of policies, practices and structures of an organisation</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>CHCORG405E</td>
<td>Maintain an effective work environment</td>
<td>Work to achieve identified outcomes</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Establish and maintain appropriate work relationships</td>
<td></td>
<td>Possible through job function</td>
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<td>Element</td>
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<td></td>
<td>Facilitate operation of the workgroup</td>
<td></td>
<td>Possible through job function</td>
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<td></td>
<td></td>
<td>Review and develop own performance</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>CHCORG525D</td>
<td>Recruit and coordinate volunteers</td>
<td>Identify the need and roles for volunteers in the organisation</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recruit volunteers</td>
<td></td>
<td>Possible through job function</td>
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<td></td>
<td>Provide orientation to the organisation</td>
<td></td>
<td>Possible through job function</td>
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<td></td>
<td></td>
<td>On-going support of volunteers is provided</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>HLTHIR403C</td>
<td>Work effectively with culturally diverse clients and co-workers</td>
<td>Reflect cultural awareness in work practice</td>
<td>✓ ✓ ✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accept cultural diversity as a basis for effective work place and professional relationships</td>
<td>✓ ✓ ✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicate effectively with culturally diverse persons</td>
<td>✓ ✓ ✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resolve cross-cultural misunderstandings</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>HLTHIR404D</td>
<td>Work effectively with Aboriginal and/or Torres Strait</td>
<td>Reflect an awareness of Aboriginal and Torres Strait</td>
<td></td>
<td>Possible through job function</td>
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<td>Unit Code</td>
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<td></td>
<td>Torres Strait Islander people</td>
<td>Islander history and cultures in work practices</td>
<td></td>
<td>Possible through job function</td>
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<tr>
<td></td>
<td></td>
<td>Reflect an awareness of own and other cultural realities in work practices</td>
<td></td>
<td>Possible through job function</td>
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<tr>
<td></td>
<td></td>
<td>Communicate effectively with Aboriginal and Torres Strait Islander people</td>
<td></td>
<td>Possible through job function</td>
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<td></td>
<td></td>
<td>Reflect cultural safety in workplace and professional relationships</td>
<td></td>
<td>Possible through job function</td>
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<td>Work in partnership with Aboriginal and Torres Strait Islander people and communities</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>HLTWHS300A</td>
<td>Contribute to WHS processes</td>
<td>Plan and conduct work safely</td>
<td>Possible through job function</td>
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<tr>
<td></td>
<td></td>
<td>Support others in working safely</td>
<td>Possible through job function</td>
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<td></td>
<td></td>
<td>Contribute to WHS participative processes</td>
<td>Possible through job function</td>
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<td></td>
<td></td>
<td>Contribute to hazard identification, WHS risk assessment and risk control activities</td>
<td>Possible through job function</td>
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<td></td>
<td></td>
<td>Participate in the control of</td>
<td>Possible through job function</td>
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<tr>
<td>Unit Code</td>
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</tr>
<tr>
<td>PSPETHC301B</td>
<td>Uphold the values and principles of public service</td>
<td>Apply ethical standards</td>
<td>✓ ✓ ✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deal with ethical problems</td>
<td>✓ ✓ ✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td>PSPETHC401A</td>
<td>Uphold and support the values and principles of public service</td>
<td>Contribute to an ethical public sector workplace</td>
<td>✓ ✓ ✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participate in ethical decision making</td>
<td>✓ ✓ ✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td>PSPGOV301B</td>
<td>Work effectively in the organisation</td>
<td>Evaluate and develop own expertise</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work within the organisational structure and context</td>
<td></td>
<td>Possible through job function</td>
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<td></td>
<td></td>
<td>Manage own work</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>PSPGOV302B</td>
<td>Contribute to workgroup activities</td>
<td>Establish workgroup parameters</td>
<td></td>
<td>Possible through job function</td>
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<tr>
<td></td>
<td></td>
<td>Participate in the workgroup</td>
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<td>Possible through job function</td>
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<tr>
<td></td>
<td></td>
<td>Assist workgroup members</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>PSPGOV303B</td>
<td>Build and maintain internal networks</td>
<td>Identify key internal stakeholders</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Build network links with key internal stakeholders</td>
<td></td>
<td>Possible through job function</td>
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<td></td>
<td>Participate in internal networks</td>
<td></td>
<td>Possible through job function</td>
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<td>Unit Code</td>
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<tr>
<td>PSPGOV307B</td>
<td>Organise workplace information</td>
<td>Collect and assess information</td>
<td>☑️ ☑️ ☑️</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Organise and provide information</td>
<td>☑️ ☑️ ☑️</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td>PSPGOV308B</td>
<td>Work effectively with diversity</td>
<td>Recognise and value individual differences</td>
<td>☑️ ☑️ ☑️</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work effectively with diverse clients and colleagues</td>
<td>☑️ ☑️ ☑️</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td>PSPGOV309A</td>
<td>Address client needs</td>
<td>Assist clients to articulate needs</td>
<td>☑️ ☑️ ☑️</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Satisfy client needs</td>
<td>☑️ ☑️ ☑️</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exercise judgment to resolve client service issues</td>
<td>☑️ ☑️ ☑️</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
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<tr>
<td>PSPGOV311A</td>
<td>Work with a coach or mentor</td>
<td>Arrange for coaching/mentoring</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work with a coach/mentor</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maximise coaching/mentoring results</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>PSPGOV312A</td>
<td>Use workplace communication strategies</td>
<td>Respond to enquiries</td>
<td>☑️ ☑️ ☑️</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
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<tr>
<td></td>
<td></td>
<td>Receive and give directions</td>
<td>☑️ ☑️ ☑️</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
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<tr>
<td></td>
<td></td>
<td>Participate in meetings</td>
<td></td>
<td>Possible through job function</td>
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<tr>
<td></td>
<td></td>
<td>Make presentations within the workgroup</td>
<td>☑️</td>
<td>Advocate, Possible through job function</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Name</td>
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<tr>
<td>PSPGOV402B</td>
<td>Deliver and monitor service to clients</td>
<td>Identify and define client needs</td>
<td>✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deliver client service</td>
<td>✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monitor and improve client service delivery</td>
<td>✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review client service</td>
<td>✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td>PSPGOV403B</td>
<td>Use resources to achieve work unit goals</td>
<td>Acquire and apply available resources</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monitor and report on resource usage</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maintain resources</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>PSPGOV406B</td>
<td>Gather and analyse information</td>
<td>Identify and collect information</td>
<td>✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analyse and interpret information</td>
<td>✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop and apply workable solutions</td>
<td>✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Present information</td>
<td>✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
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<tr>
<td></td>
<td></td>
<td>Maintain information</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>PSPGOV408A</td>
<td>Value diversity</td>
<td>Promote the benefits of diversity</td>
<td>✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contribute to diversity outcomes</td>
<td>✓</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
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<tr>
<td>Unit Code</td>
<td>Unit Name</td>
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<tr>
<td>PSPGOV411A</td>
<td>Deal with conflict</td>
<td>Identify the cause of conflict</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td>Establish and implement strategies for dealing with conflict</td>
<td></td>
<td></td>
<td>Possible through job function</td>
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<tr>
<td></td>
<td>Evaluate response and outcome</td>
<td></td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>PSPGOV412A</td>
<td>Use advanced workplace communication strategies</td>
<td>Deal with complex enquiries/ complaints</td>
<td>✔️ ✔️</td>
<td>Advanced Welfare, Advocate, Possible through job function</td>
</tr>
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<td></td>
<td></td>
<td>Give directions</td>
<td></td>
<td>Possible through job function</td>
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<td></td>
<td></td>
<td>Manage meetings</td>
<td></td>
<td>Possible through job function</td>
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<tr>
<td></td>
<td></td>
<td>Make presentations</td>
<td>✔️</td>
<td>Advocate, Possible through job function</td>
</tr>
<tr>
<td>PSPGOV418A</td>
<td>Develop internal and external networks</td>
<td>Build and maintain networks</td>
<td>✔️ ✔️</td>
<td>Basic &amp; Advanced Welfare, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Establish and maintain working relationships</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Represent and promote the organisation</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>PSPGOV422A</td>
<td>Apply government processes</td>
<td>Apply information relating to the Machinery of Government</td>
<td></td>
<td>Possible through job function</td>
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<tr>
<td></td>
<td></td>
<td>Apply knowledge of organisational functions</td>
<td></td>
<td>Possible through job function</td>
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<td></td>
<td>Apply knowledge of protocols</td>
<td></td>
<td>Possible through job function</td>
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<tr>
<td>Unit Code</td>
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<tr>
<td>PSPLEGN301B</td>
<td>Comply with legislation in the public sector</td>
<td>Identify legislative requirements</td>
<td>✔</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comply with legislative requirements</td>
<td>✔</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
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<tr>
<td></td>
<td></td>
<td>Report incidents of non-compliance</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>PSPLEGN401A</td>
<td>Encourage compliance with legislation in the public sector</td>
<td>Assist others to comply with legislative requirements</td>
<td>✔</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Act on non-compliance</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>PSPHOH301A</td>
<td>Contribute to workplace safety</td>
<td>Contribute to participative workplace safety</td>
<td></td>
<td>Possible through job function</td>
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<tr>
<td></td>
<td></td>
<td>arrangements</td>
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<td></td>
<td></td>
<td>Identify hazards and control risks</td>
<td></td>
<td>Possible through job function</td>
</tr>
<tr>
<td>PSPPOL404A</td>
<td>Support policy implementation</td>
<td>Identify relevant policy</td>
<td>✔</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implement policy</td>
<td>✔</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monitor and report on policy implementation</td>
<td>✔</td>
<td>VEA, MRCA, SRCA, Possible through job function</td>
</tr>
</tbody>
</table>
Job Roles

There exists no position description for the roles ESO Practitioners can perform once they have completed their TIP training. A description of the possible roles has been extracted from the "Introductory Information Pack for Potential ESO Practitioners" and has been detailed below.

Pensions Officer

Assists veterans and their dependants to apply for rehabilitation, compensation and income support entitlements. After training, new practitioners are expected to operate under supervisory conditions for a period determined by the [ESO/Centre] but preferably for twelve months. Activities may include:

♦ interviews;
♦ research;
♦ lodgement of claims with DVA;
♦ possible follow-up of claims, including appeals and reviews;
♦ knowledge of the following legislation (but not necessarily all Acts):
  ♦ the VEA;
  ♦ the SRCA;
  ♦ the MRCA; and
  ♦ the treatment principles for the above Acts, including the provisions that apply to the Repatriation Health Card Scheme.

Welfare Officer

Assists veterans and their families to access benefits and support networks that are available through government and community services, and could include:

♦ knowledge of and advice/referral on:
  ♦ local community care services,
  ♦ concessions,
  ♦ discharge planning, and
  ♦ DVA health programs and entitlements;
♦ referral to crisis management e.g. PTSD and suicide prevention agencies/departments;
♦ promotion of local support networks;
provide support to police, ambulance officers;

support and referrals to individuals and families through:

- hospital visits,
- home visits,
- prison visits,
- bereavement support and advice, and
- attendance at funerals; and

facilitating access to emergency relief, including financial assistance.

Advocate

Has been a pension officer and has completed all of the appropriate pension officer training. As a trained advocate, he/she is able to represent veterans at review and appeal hearings.

FINDINGS

The majority of the training resources and programs address the underpinning knowledge for these positions. Some skills based training is occurring such as communication, problem solving and interviewing techniques. This skills training could be further enhanced by adding content such as emotional intelligence, negotiation, mediation just to name a few. Ultimately if an accreditation pathway is implemented, the qualification and units of competencies developed by industry will inform the training content to support each of the roles practitioners perform.

Readiness for Accreditation Pathway

A Training Accreditation Pathway is a pathway which leads a learner to a National Recognised Qualification. This can occur through Industry Training Packages or through an Accredited Course.

Accredited Course

An accredited course has been assessed by the Australian Skills Quality Authority (ASQA) as compliant with the Standards for VET Accredited Courses 2012 and the Australian Qualifications Framework (AQF).

Any organisation or training body can develop a course for accreditation and the copyright of that course remains with the developer. However, accredited courses can only be delivered by RTOs that:
own the course or have permission from the course owner to deliver the accredited course, and
have the accredited course on their VET scope of registration.

For a course to be accredited, it must fulfil or address a training need not addressed by a training package, or address training in a new or emerging area. On this basis it is unlikely that any course put forward by TIP would be accredited as there exists alignment with Industry Training Packages.

FINDINGS

The current readiness for an accreditation pathway is very low. Detailed below are the key activities which would need to occur to make TIP ready for accreditation via Industry Training Packages.

Industry Training Packages

Selection of appropriate qualifications including:

- Training Package
- AQF level
- Qualification
- Qualification Packaging (core & elective)
- Further alignment of training resources to qualifications and units
- Develop and implement assessment methodologies

- Identify and appoint an RTO to issue qualifications
- Develop and implement governance frameworks/activities

Recommendations

18. Develop an accreditation pathway to Industry Training Packages
19. Implement key activities (listed above) to increase readiness
Course Material General Comments and Suggested Improvements

In reviewing the TIP course materials with respect to the areas already discusses, a number of key observations and suggested improvements have been made.

Version Control

There is no identified version control of course materials. This makes it impossible for trainers to confidently access and deliver the training materials. It also puts at risk the training outcomes across the National TIP.

BBSA would recommend the development and implementation of a version control policy and procedure which addresses:

- the review of documentation
- the version numbering and revision status
- distribution of documentation
- archiving of superseded documentation

Presenter Notes

The "presenter notes" as labelled by TIP are essentially trainer’s guides or session plans. The current template used by TIP lack some essential information such as timings, resources, as well as instructional models (as detailed in the section Learning Methodologies). BBSA recommends that the template is adjusted to ensure these items are catered form. Please see Appendix 8 for a revised copy of the TIP template.

PowerPoint Presentations

A number of design flaws exist within the PowerPoints. Suggested improvements include:

- To aid in the comprehension and retention of information:
  - Removal of uppercase writing (excluding acronyms)
  - Removing shading from text
  - Avoid colour combinations red/green; blue/red due to colour blindness. Some other colour combinations can be problematic due to the contrasting effect.
- Apply consistent formatting such as font style and size, headings, margins etc
- Avoid too much bolding of text
- Avoid busy or dark backgrounds to slides
- Condense the language shown on the slides - general rule of thumb is 5-9 words per bullet point, 5-9 bullet points per slide. The text should summarise what the trainer is saying not show word-for-word what the trainer is saying.
- Increase visual elements on the slides
- Provide course/session outline on presentations, one of the first slides
- Revisit course/session outline and show progress after each break
- Add conclusion content to slide pack

**Activities**

There is a general lack of structured activities throughout the programs. BBSA recommends that additional activities are designed and a variety of activities used to cater for different learning styles. Activities could include:

- role plays
- case studies
- presentations
- discovery learning
- simulated activities
- group discussions
- group problem solving
- individual and group activity sheets
- projects
- games and puzzles

**Resource Consolidation**

BBSA notes that there is a large volume of documents which support any one training program. BBSA experienced difficulty in identifying what documents apply to what session and when are they used within the session. Whilst this
knowledge could be acquired by trainers over a period of time, there is certain merit in consolidating the number of documents. For examples, handouts and activities could come together into a learner’s workbook; presenter notes could come together into one session plan.

Additionally, there is duplication of administrative type documents. These could be pulled from individual program folders and placed into a central administrative document folder.

**Multiple-sense learning**

It is good practice to incorporate strategies which support multiple sense learning. The uses of podcasts, vodcasts, dvds, music, imagery coupled with previous suggestions around activities would greatly improve the learner attention, comprehension and retention.

**Learning outcomes/objectives**

Learning outcomes/objectives are one of the most critical design elements to good training. Learners are more likely to successfully complete the training if they are advised of what is expected of them and what successful performance looks like. From a designers perspective, the learning outcome/objective directs the content inclusion, the practices and assessment methods and assists in determine the time required to “teach” or “achieve” the outcome. Objectives should be concrete, that is developed in a way which is:

- Observable
- Measurable and
- Expessed in words which are not subject to ambiguity or misinterpretation.

It is best practice to select verbs for learning outcomes which fulfil this criteria and avoid verbs which cannot be easily observed and measured.

**Good verbs for learning outcomes/objectives:**

- Identify
- Choose
- Adjust
- Explain
- Describe
- Build
- Analyse
- Answer
- Operate
Verbs which should be avoided:

- Learn
- Understand
- Judge
- Acquire
- Recognise
- Decide
- Know
- Appreciate

As part of this review, BBSA identify that the majority of the learning outcomes/objectives use the verb “understand”. BBSA recommends altering these verbs to more concrete ones.

Additionally, in many of the TIP training sessions, there was no indication of how the learning outcomes/objectives would be tested or evidence that they were. With a combination of other recommendations, such as training structure and assessment methodology, indication of how and evidence of when learning outcomes/objectives would be tested would exist.

**Learning programs & key content**

Whilst there are “Daily Program” documents within the TIP material which describe key content, there are no “Learning Program” documents which bring together all session information (see Appendix 3 for expected details).

Additionally, the “Daily Program” list of subjects does not always line up with the supporting PowerPoint packs. For example the program “Welfare Face-to-face Course list subject in the “Daily Program” as:

- Interviewing
- Mental Health & Wellbeing
- Veteran Counselling
- Managing the work environment
Carers & Caring Families
Health & Welfare Support
DVA Funded Health Services
Staying in your own home
Residential Aged Care
Enduring Power of Attorney
Bereavement

However the content addressed in the PowerPoint addresses
What is TIP
Protection of Volunteers
Veterans’ Vocational Rehabilitation Scheme
Welfare & Welfare Principles
Personal Values
Networking
Facilitation
Interviewing
Mental Health & Wellbeing
Veteran Counselling
Managing the work environment
Carers & Caring Families
Health & Welfare Support
DVA Funded Health Services
Staying in your own home
Residential Aged Care
Enduring Power of Attorney
Bereavement

This potentially causes confusion to both trainers and trainees and compromises the integrity of the expected training outcomes. Recommendation 1 made earlier in this report should rectify both of these issues.
Recommendations

20. Implement version control policy & procedures
21. Improve presenter note templates and session plans
22. Improve PowerPoint slide packs
23. Develop & implement more and varied activities into the programs
24. Consolidate training resources within each program
25. Centralise generic, administrative documents
26. Implement more multiple-sense learning strategies
27. Strengthen learning outcomes/objectives
28. Assess effectively the learning outcomes/objectives
Department of Veterans' Affairs

REVIEW OF VETERANS' ADVOCACY TRAINING

COMPETENCY ASSESSMENT STRATEGY
CONTENTS

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  Principles of Assessment ................................................................................... 5
  Reasonable Adjustment in Assessments .......................................................... 6
Assessment Phases ............................................................................................... 7
Assessment Process ............................................................................................. 8
Overview

This strategy provides the necessary direction to implement a successful Competency Based Training approach within TIP for ESO Practitioners. It is important to note that once the appropriate Nationally Recognised Qualifications have been identified and an auspicing agreement entered into, components of this strategy made need to alter.

The goal of this strategy is to ensure that ESO Practitioner who complete training through TIP can receive formal recognition of their competence. This strategy is designed around two key principles:

1. Participatory
   Accreditation is participatory (that is, ESO Practitioners elect to enter into a formal assessment pathway)

2. Supportive
   All available support (whilst maintain the integrity of the competency outcome) will be provided to ESO Practitioners through the assessment process
Key Terms

Competency Based Training

Competency Based Training (CBT) is an approach to vocational education and training that places emphasis on what a person can do in the workplace as a result of completing a program of training or based on workplace experience and learning. Training is designed and delivered to meet a standard or competency usually developed by industry. Competency Based Training is now the recognised training method for vocational training. The key advantages of CBT are:

- a clear statement of skill requirements rather than implicit assumptions
- a broadening of skill classifications to encourage multi-skilling
- recognition of prior experience and learning
- the issuance of Nationally Recognised Qualifications
- targeted training effort to address identified needs
- confidence in the learner’s ability once training is complete

An essential part of any CBT program is the formal assessment of skills and knowledge against the competency, referred to in the industry as Competency Based Assessment (CBA).

Competency Based Assessment

Competency Based Assessment (CBA) has a number of key defining features. These are:

- standards based / criterion referenced
- work focused and
- evidence based

This means that the assessment practices focus on asking learners to demonstrate that they can perform the job/task required of them as well as knowledge of how to perform the job/task. Another important aspect of CBA is that it is participatory. The learner is able to play a greater role in determining the assessment process and negotiating the assessment activities.
Assessment Elements

There are a number of assessment elements which must be adhered to as part of this Competency Assessment Strategy.

Assessment Plans

Assessment Plans must be completed for all training programs which detail competency standards for assessment, assessment purpose, assessment methods, summary of evidence, WHS considerations, reasonable adjustments and resource requirements.

Rules of Evidence

The following rules of evidence must be incorporated into assessment practices and will ensure quality outcomes are achieved.

VALID
Evidence collected must cover the required skills and knowledge defined in the competency standard.

SUFFICIENT
Evidence collected must be enough to satisfy the competency and to make an assessment judgement.

CURRENT
Evidence collected must be up-to-date and satisfy the assessor that the trainee’s currently has the skills and knowledge.

AUTHENTIC
Evidence collected must be the trainee’s own work and the supporting documents must be genuine.

Principles of Assessment

The following principles of assessment must be incorporated into assessment practices and will ensure quality outcomes are achieved.
FAIR
Assessment practices must not be discriminatory nor disadvantage the trainee.

FLEXIBLE
Assessment practices meet the candidate’s needs and include an appropriate range of assessment methods. This includes providing access to RCC and RPL pathways.

VALID
Assessment practices assess only the skills and knowledge determine by the standards of competency required skills and knowledge.

RELIABLE
Assessment practices result in a common interpretation of the assessment standards and the outcome would be the same from assessor to assessor.

Reasonable Adjustment in Assessments
To assist with the compliance of the principles “fair’’ and “flexible”, assessors must be prepared to modify the assessment approaches to suit the characteristics and individual needs of the trainee.

Adjustments are considered reasonable if they:

♦ still allow for valid and reliable assessment

♦ do not compromise safety

♦ do not breach statutory, regulatory or legislative requirements

Reasonable adjustments can be left to the discretion of the individual assessor, however, guidance should be found on the assessment plan.
Assessment Phases

The following details the assessment phases. Assessment templates which support these phases can be found at Appendix 9.

Plan and organise assessment

- Considerations
  - What is being assessed?
  - What is the purpose and context of the assessment?
  - What are the assessment benchmarks?
  - Who is being assessed?
  - What evidence is required?
  - Assessment Principles
  - Rules of Evidence
  - How will the evidence be gathered and recorded?
  - When and where will the assessment occur?
  - What resources are required?

- Outputs/Tools
  - Assessment Plan
  - Assessment Mapping
  - Assessment Tools
  - RPL kits

Assess Competence

- Considerations
  - Support the candidate to collect evidence
  - Review and evaluate evidence
  - Judge Competence
  - Provide feedback to candidate
  - Advise Candidate about further options eg. appeals
  - Record and Report the assessment result

- Outputs/Tools
  - Assessment Pack
  - Assessment Tools - pre-assessment briefings

Validate Assessment

- Considerations
  - Working with others to review, improve, compare and evaluate the assessment process and outcomes

- Outputs/Tools
  - Validation Plan
  - Validation Tools
  - Validation Report
  - Templates
Assessment Process

The following shows the preferred assessment process for trainees on TIP programs. Where possible, formative assessment evidence should be collected during the formal training events and summative evidence collected through On the Job Training and workplace activities. This will support individual development and needs of all ESO Practitioners and ESOs.
Department of Veterans' Affairs

REVIEW OF VETERANS' ADVOCACY TRAINING

TRAIN THE TRAINER PROGRAMS
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Certificate IV in Training and Assessment ......................................................... 3
  Provide Work Skill Instruction ......................................................................... 5
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Recognition of Prior Learning (RPL) and Recognition of Current Competence (RCC) ......................................................... 8
**Certificate IV in Training and Assessment**

There exists a number of developmental options for TIP volunteers in the training and assessment space. It is recommended that any developmental options are aligned to a Nationally Recognised Qualification. The benchmark training qualification, often considered as mandatory for trainers and assessors is the Certificate IV in Training and Assessment (TAE40110).

Considering a scaffolding approach, the following represent a number of training programs appropriate to TIP volunteers who do not hold previous training qualifications.

<table>
<thead>
<tr>
<th>Training Program</th>
<th>Accreditation Alignment</th>
<th>To support TIP job functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide Work Skill Instruction</td>
<td>Partial completion towards the Certificate IV in Training and Assessment. Units awarded:</td>
<td>Senior Advocate and/or Workplace Buddy. Provides a foundation of how people learn to optimise on-the-job learning activities. Will support the OJT initiatives.</td>
</tr>
<tr>
<td></td>
<td>• TAEDEL301A Provide work skill instruction</td>
<td></td>
</tr>
<tr>
<td>Train-the Trainer Program</td>
<td>Partial completion towards the Certificate IV in Training and Assessment. Units awarded:</td>
<td>TIP Volunteer responsible for training delivery.</td>
</tr>
<tr>
<td></td>
<td>• TAEDEL301A Provide work skill instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• TAEDEL401A Plan, organise and deliver group-based learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• TAEDEL402A Plan, organise and facilitate learning in the workplace</td>
<td></td>
</tr>
<tr>
<td>Contribute to Workplace Assessment</td>
<td>Partial completion towards the Certificate IV in Training and Assessment. Units awarded:</td>
<td>Senior Advocate and/or Workplace Buddy. Provides a foundation of how people learn to optimise on-the-job learning activities. Will support the OJT initiatives.</td>
</tr>
<tr>
<td></td>
<td>• TAEASS301A Contribute to assessment</td>
<td></td>
</tr>
<tr>
<td>Training Program</td>
<td>Accreditation Alignment</td>
<td>To support TIP job functions</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Workplace Assessment</td>
<td>Partial completion towards the Certificate IV in Training and Assessment. Units awarded:</td>
<td>TIP Volunteer responsible for training assessment.</td>
</tr>
<tr>
<td></td>
<td>• TAEASS301A Contribute to assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• TAEASS401A Plan assessment activities and process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• TAEASS402A Assess competence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• TAEASS403A Participate in assessment validation</td>
<td></td>
</tr>
<tr>
<td>Certificate IV in Training &amp; Assessment</td>
<td>Certificate IV in Training &amp; Assessment. Units awarded:</td>
<td>TIP Volunteer responsible for training design, delivery and assessment. Also support Training Systems Manager Roles and Training Compliance Officer</td>
</tr>
<tr>
<td></td>
<td>• TAEASS301A Contribute to assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• TAEASS401A Plan assessment activities and process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• TAEASS402A Assess competence</td>
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</tr>
<tr>
<td></td>
<td>• TAEASS403A Participate in assessment validation</td>
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<td></td>
<td>• TAEDEL301A Provide work skill instruction</td>
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<td>• TAEDEL401A Plan, organise and deliver group-based learning</td>
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</tr>
<tr>
<td></td>
<td>• TAEDEL402A Plan, organise and facilitate learning in the workplace</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• TAEDES401A Design and develop learning programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• TAEDES402A Use training packages and programs to meet clients needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• TAELLN401 Address adult language, literacy and numeracy skills</td>
<td></td>
</tr>
</tbody>
</table>
Registered Training Organisations delivering this qualification may package and cluster units differently, below would be the expected course content for each of the programs listed above.

**Provide Work Skill Instruction**

**Expected Course Content**
- Introduction to workplace learning
- How people learn
- Developing a workplace learning plan
- Facilitating learning in the workplace
- Closing and evaluating the workplace
- Learning

**Train-the Trainer Program**

**Expected Course Content**
- An Introduction to Competency-based Training (CBT)
- Theories, styles and principles of learning
- Training modes and methods
- Foster an inclusive learning environment
- Language, Literacy and Numeracy Needs
- Develop learning outcomes
- Design and develop learning programs
- Ensure a safe learning environment
- Plan training sessions and presentations
- Communication skills for trainers
- Facilitate training sessions
- Record keeping and training review
Contribute to Workplace Assessment

Expected Course Content

- An overview of assessment
- Key assessment concepts
- Contributing to an assessment

Workplace Assessment

Expected Course Content

- An overview of assessment
- Assessment and the National Skills Framework
- Key assessment concepts
- Assessment strategies, plans, pathways and tools
- Contributing to an assessment
- Planning assessment activities and processes
- Developing assessment instruments
- Conducting assessments
- Participating in assessment validation

Certificate IV in Training & Assessment

Expected Course Content

- Vocational education and training concepts
- Overview of VET in Australia
- Major players in VET
- Training Packages
- Qualification pathways and skill sets
- Customising qualifications to meet client needs
- An Introduction to Competency-based Training (CBT)
- Theories, styles and principles of learning
Training modes and methods
Foster an inclusive learning environment
Language, Literacy and Numeracy Needs
Develop learning outcomes
Design and develop learning programs
Ensure a safe learning environment
Plan training sessions and presentations
Communication skills for trainers
Facilitate training sessions
Record keeping and training review
Introduction to workplace learning
How people learn
Developing a workplace learning plan
Facilitating learning in the workplace
Closing and evaluating the workplace
How people learn
An overview of assessment
Assessment and the National Skills Framework
Key assessment concepts
Assessment strategies, plans, pathways and tools
Contributing to an assessment
Planning assessment activities and processes
Developing assessment instruments
Conducting assessments
Participating in assessment validation
Qualification Upgrades

Within the VET sector it is essential that trainers and assessors maintain currency of their qualifications. Most RTOs offer the flexibility to design or tailor a program to meet the individual needs. The industry does recognise and provide for the follow certificate upgrades:

- BSZ40198 to TAE40110
- TAA40104 to TAE40110
- TAE40110 LLN upgrade to obtain the now mandatory unit of competency, TAELLN401 Address adult language, literacy and numeracy skills

Recognition of Prior Learning (RPL) and Recognition of Current Competence (RCC)

RTOs must have provision for a RPL or RCC pathway for learners who wish to obtain recognition for their experience and/or prior learning. The process and eligibility does vary with each RTO. However, in considering the possible development options for TIP volunteers formal recognition of existing skills and knowledge is important.

If development options were selected for the entire TIP cohort it would provide for a valuable networking opportunity which would pay dividends for an extended period of time. If this appealing, then BBSA would recommend the inclusion of all personnel, however ensure assessment tasks were altered to cater for existing skills and knowledge.
Department of Veterans' Affairs

REVIEW OF VETERANS' ADVOCACY TRAINING

COMMUNITIES OF PRACTICE
The TIP volunteer workforce is diverse and dispersed, with personnel located in states across Australia. To achieve successful outcomes in a dispersed operating model, high levels of capability across different roles in different locations must be sustained and developed.

Additionally, personnel work in a highly complex client service, policy and legislative environment. As a result, a high degree of agility and responsiveness to manage issues effectively as they arise in this context is required.

This document details the concept of Communities of Practice along with a guide for implementation and key engagement strategies for TIP volunteers to ensure that their passion, skills and knowledge are acknowledged and leveraged.

Communities of Practice are a relatively new concept used to describe a group of people who come together and collaborate on a shared passion. Communities of Practice are a rich form of social learning as they provide an opportunity to create a learning community to share and develop practice and build personal and professional knowledge and expertise.

A Community of Practice creates a defined 'space' to which enables members to address the share experiences and collaborate on solutions to practical problems which are encountered in workplace environments. Communities of Practice within TIP will also:

- provide continuous improvement opportunities
- provide mentoring opportunities
- build stronger networks and links between TIP locations
- identify talent and succession planning
- create a sense of ownership with training and assessment products

It is important to note that a single Community of Practice or multiple Communities of Practice can be implemented. Where multiple Communities of
Practice are implemented with the same purpose, it is critical to build in collaborative strategies across Communities such as member rotations/secondments or spotlight presentations.

BBSA has identified three immediate opportunities for the establishment of different Communities of Practice:

1. The Communities of Practice concept could be initiated and supported through the professional development and upgrading of training qualifications. Collaborative networks could be first established through training attendance and maintained through shared project and assessment tasks.

2. An opportunity exists to engage the volunteer network from across different ESOs and have them form working project groups to enhance and improve training materials.

3. If an accreditation pathway is developed and implemented, TIP volunteers would need to participate in regular internal and external validation and moderation sessions.
Implementation Guide

To effectively implement Communities of Practice within the TIP environment, the follow phases should occur.

1. Identify:
   - the ideal audience for each Community
   - the number of Communities required
   - the essential links between audiences and Communities
   - the purpose of the Communities
   - the vision for the Community/Communities
   - the supporting technologies

2. Design:
   - the activities
   - the group processes
   - the roles to support the community

3. Pilot:
   - the community with a select group of stakeholders or
   - a community in a key area/environment

4. Implement:
   - the community/communities in a broader setting through a phased approach

5. Grow:
   - the community/communities by:
     - engaging new members
- increasing collaborative learning and activities
- designing and implementing group projects
- facilitating networking events
- celebrating goals/milestones
- increasing the cycle of participation and contribution

6. Sustain:

   - the community/communities by:
     - assessing and communicating outcomes
     - demonstrating how new strategies, products, processes, initiatives, roles and technologies have been influenced by the community practice
Identify the ideal audience for each Community, the number of Communities required, the essential links between audiences and Communities, the purpose of the Communities, the vision for the Community/Communities and the supporting technologies.

<table>
<thead>
<tr>
<th>Key Considerations</th>
<th>Supporting Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the ideal audience for this community?</td>
<td>Generate interest in by conducting:</td>
</tr>
<tr>
<td>Who are the key stakeholders of the community?</td>
<td>• Informal discussions</td>
</tr>
<tr>
<td>If there is more than one community, what are the links between them?</td>
<td>• Formal interviews</td>
</tr>
<tr>
<td>What is the community’s core purpose?</td>
<td>• Surveys</td>
</tr>
<tr>
<td>What does the end state (vision) look like?</td>
<td>• Focus Groups</td>
</tr>
<tr>
<td>What are the key priorities for the community in the short, medium and long term?</td>
<td>Identify the needs of the target audience and the key stakeholder group through a stakeholder analysis (see appendix 10 for stakeholder tools)</td>
</tr>
<tr>
<td>Who are the community’s important stakeholders?</td>
<td>Identify the benefits for the community and stakeholder groups</td>
</tr>
<tr>
<td>What are the benefits to these stakeholders?</td>
<td>Develop a vision statement which positively describes the end state</td>
</tr>
<tr>
<td>What supporting technologies are needed such as webinars, video conferencing,</td>
<td>Develop a terms of reference document</td>
</tr>
<tr>
<td>teleconferencing, wikis, forums?</td>
<td>Develop a high level plan detailing the community’s priorities</td>
</tr>
<tr>
<td></td>
<td>Create an estimate of the cost for community technology, special technical development,</td>
</tr>
<tr>
<td></td>
<td>facilitation, and support</td>
</tr>
<tr>
<td></td>
<td>Recruitment of a core team of individuals who represent the community audience</td>
</tr>
</tbody>
</table>

Identify, Design, Pilot, Implement, Grow, Sustain

Identify the key stakeholders and their needs through stakeholder analysis. Develop a vision statement and terms of reference document. Create a high level plan detailing the community’s priorities. Estimate the cost for community technology, special technical development, facilitation, and support. Recruit a core team of individuals who represent the community audience.
Design the activities, the group processes and the roles to support the community

<table>
<thead>
<tr>
<th>Key Considerations</th>
<th>Supporting Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kinds of activities will generate energy and support the emergence of community presence?</td>
<td>Identify tasks that community members are likely to want to carry out in the community</td>
</tr>
<tr>
<td>How will members communicate on an ongoing basis to accomplish the community’s primary purpose?</td>
<td>Develop a series of team activities to assist the community to form</td>
</tr>
<tr>
<td>What kinds of interactions will generate energy and engagement?</td>
<td>Identify any face-to-face meeting opportunities for community members and define how these will be incorporated into the community experience</td>
</tr>
<tr>
<td>What are the learning goals of the community, and how can collaborative learning be supported?</td>
<td>Lay out a tentative schedule for the community (weekly, monthly, quarterly, and/or annually)</td>
</tr>
<tr>
<td>What are the external resources (people, publications, reports, etc.) that will support the community during its initial development?</td>
<td>Create a timeline for the community’s development</td>
</tr>
<tr>
<td>How will members share these resources and gain access to them?</td>
<td>Create collaboration spaces including a directory or folder structure for organising discussions, documents, and resources</td>
</tr>
<tr>
<td>How will community members collaborate with each other to achieve shared goals?</td>
<td>Determine facilitator roles and recruit the first community facilitator(s)</td>
</tr>
<tr>
<td>How will community roles be defined and appointed?</td>
<td></td>
</tr>
<tr>
<td>Will roles be rotated to increase learning opportunities?</td>
<td></td>
</tr>
<tr>
<td>How often will roles be rotated?</td>
<td></td>
</tr>
<tr>
<td>What are the potential obstacles or risks?</td>
<td></td>
</tr>
<tr>
<td>How will we mitigate the obstacles or risks?</td>
<td></td>
</tr>
</tbody>
</table>
Pilot the community with a select group of stakeholders or a community in a key area/environment

<table>
<thead>
<tr>
<th>Key Considerations</th>
<th>Supporting Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>What short-term pilot goals will help establish the community as a viable and valuable entity?</td>
<td>Select the most appropriate community-oriented technology</td>
</tr>
<tr>
<td>What community-oriented technologies will be used to support the pilot community’s social structures and core activities?</td>
<td>Develop procedures on the use of the technology</td>
</tr>
<tr>
<td>What sort of brand image does the community want to project, given its audience, purpose, and mode of operation?</td>
<td>Design the community environment and have a group test the functionality through case study or role plays</td>
</tr>
<tr>
<td>What are the meaningful metaphors to use with the community’s audience?</td>
<td>Decide on the community metaphor and how it will be represented in the community’s organisation and appearance</td>
</tr>
<tr>
<td>What is the tone of interactions and activities that facilitators want to model?</td>
<td>Implement the community pilot and give access to the core team and pilot audience</td>
</tr>
<tr>
<td>How will community identity be formed and shared?</td>
<td>Provide the community with interesting content to explore or outcomes to achieve</td>
</tr>
<tr>
<td>How will success be measured and communicated to the broader stakeholder groups?</td>
<td>Facilitate events and activities to exercise the pilot focusing on achieving short-term value-added goals and team building</td>
</tr>
<tr>
<td></td>
<td>Ensure that roles are clear and that support structures are in place.</td>
</tr>
<tr>
<td></td>
<td>Measure success through member and stakeholder evaluations and report on the results of the pilot</td>
</tr>
<tr>
<td></td>
<td>Develop a implementation plan for any Continuous Improvement activities identified through the pilot phase</td>
</tr>
</tbody>
</table>
### Key Considerations

| Why should someone join the community, what are the benefits? |
| How do new members learn about the community? |
| How will the community grow and at what speed? |
| What are the community's norms for behaviour? |
| How do new members become oriented to the community environment? |
| Based on insights from the pilot, what kinds of community activities will generate energy and engagement and support the emergence of community "presence" (activities, communication, interaction, learning, knowledge sharing, collaboration, roles and social structures etc)? |
| What will drive the community forward? |
| Based on insights from the pilot, how will roles and community social structures be defined and supported over time? |
| How will success be measured? |

### Supporting Activities

| Establish the community charter, which includes an articulation of the mission, vision, goals, and member norms and agreements |
| Define/refine various roles available for community members, depending on their desired level of participation, goals, and previous experience |
| Design and implement the community marketing resources |
| Implement communications and marketing plans |
| Determine the member profile/directory structure |
| Recruit new members |
| Provide orientation to new members |
| Finalize and publicise a community calendar of events |
| Set up communication channels (news, announcements, newsletters, integration with face-to-face meetings, etc.) |
Grow the community/communities by engaging new members, increasing collaborative learning and activities, designing and implementing group projects, facilitating networking events, celebrating goals/milestones, increasing the cycle of participation and contribution

<table>
<thead>
<tr>
<th>Key Considerations</th>
<th>Supporting Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the emerging benefits of the community for members, subgroups, the community as a whole and the community’s key stakeholders?</td>
<td>Continue implementation, including facilitation and communication</td>
</tr>
<tr>
<td>What are the emerging roles that one could play within the community?</td>
<td>Create and share stories of individual and community successes to capture best practices and create excitement and momentum</td>
</tr>
<tr>
<td>What are the different groups to which one could belong?</td>
<td>Identify emerging community roles and recruit members to fill them</td>
</tr>
<tr>
<td>How do members get recognised and rewarded for their contributions?</td>
<td>Create and assign members to subgroups to support emerging group activities</td>
</tr>
<tr>
<td>How do members create their own community identity and presence?</td>
<td>Create a resource library</td>
</tr>
<tr>
<td>What work products can members contribute to support individual and community goals?</td>
<td>Create opportunities for sponsored projects (projects with defined work products that may or may not require additional commitments from community members and sponsors)</td>
</tr>
<tr>
<td>What are the most important elements of community culture that are emerging that should be recognized and represented in the online environment, as well as in formal policies and procedures?</td>
<td>Design activities with recognition and awards attached to encourage desired behaviour and participation</td>
</tr>
<tr>
<td>What are the emerging technical needs of the community environment (e.g., the community-oriented technology/platform and the “place” that it creates) to support the evolving purpose, processes, and community culture?</td>
<td>Conduct focus groups, interviews, surveys, and other data collection activities to assess and measure the success of the community</td>
</tr>
<tr>
<td></td>
<td>Facilitate discussions about the community itself, including the community culture, processes and practices, technology, and individual motivations for participating in the community</td>
</tr>
<tr>
<td></td>
<td>Facilitate networking events which add value to individual members and increase community knowledge and skills</td>
</tr>
</tbody>
</table>
## Key Considerations

- What are the ongoing community processes and practices that will contribute to the enthusiasm of the community and keep members engaged?
- How does the community support members across a wide range of roles?
- How does the community support members across geographically/culturally diverse environment?
- How are new potential community leaders going to be identified, chosen, developed, and supported by the community?
- How is community “presence” maintained in the minds of the community members?
- To what extent is the community serving its intended audience and accomplishing its stated purpose and goals?
- How might it do a better job?
- How does the community demonstrate return on investment (ROI) for its sponsor(s)?
- What is the perceived return on participation (from the perspective of each individual community member and from that of the community as a whole)?
- How should the knowledge and products created by the community be shared beyond the community?

## Supporting Activities

- Provide opportunities in the community for members to play new roles, experiment with new community activities, and examine new technology features.
- Develop a support infrastructure including documentation, mentoring, and development as well as recognition programs for different roles.
- Ensure that procedures, practices, and the technology support structured data sharing.
- Identify opportunities for capturing new knowledge, including establishing new roles.
- Develop policies and processes for harvesting and sharing knowledge outside the community.
- Encourage publication of articles about the community and its projects.
- Evaluate member and group activity and satisfaction through focus groups and surveys.
- Review community audience, purpose, goals, - watch for shifts in expectations and needs.

---

**Identify** | **Design** | **Pilot** | **Implement** | **Grow** | **Sustain**

**Sustain**

Sustain the community/communities by assessing and communicating outcomes, demonstrating how new strategies, products, processes, initiatives, roles and technologies have been influenced by the community practice.

<table>
<thead>
<tr>
<th>Key Considerations</th>
<th>Supporting Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the ongoing community processes and practices that will contribute to the</td>
<td>Provide opportunities in the community for members to play new roles, experiment with</td>
</tr>
<tr>
<td>enthusiasm of the community and keep members engaged?</td>
<td>new community activities, and examine new technology features</td>
</tr>
<tr>
<td>How does the community support members across a wide range of roles?</td>
<td>Develop a support infrastructure including documentation, mentoring, and development</td>
</tr>
<tr>
<td>How does the community support members across geographically/culturally diverse</td>
<td>as well as recognition programs for different roles</td>
</tr>
<tr>
<td>environment?</td>
<td>Identify opportunities for capturing new knowledge, including establishing new roles</td>
</tr>
<tr>
<td>How are new potential community leaders going to be identified, chosen, developed,</td>
<td>Develop policies and processes for harvesting and sharing knowledge outside the</td>
</tr>
<tr>
<td>and supported by the community?</td>
<td>community</td>
</tr>
<tr>
<td>How is community “presence” maintained in the minds of the community members?</td>
<td>Encourage publication of articles about the community and its projects</td>
</tr>
<tr>
<td>To what extent is the community serving its intended audience and accomplishing its</td>
<td>Evaluate member and group activity and satisfaction through focus groups and surveys</td>
</tr>
<tr>
<td>stated purpose and goals?</td>
<td>Review community audience, purpose, goals, - watch for shifts in expectations and needs.</td>
</tr>
<tr>
<td>How might it do a better job?</td>
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<tr>
<td>How does the community demonstrate return on investment (ROI) for its sponsor(s)?</td>
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<tr>
<td>What is the perceived return on participation (from the perspective of each individual</td>
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<tr>
<td>community member and from that of the community as a whole)?</td>
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<tr>
<td>How should the knowledge and products created by the community be shared beyond the</td>
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<tr>
<td>community?</td>
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</tbody>
</table>
Department of Veterans’ Affairs

DOCUMENTS REVIEWED

Batch 1
MRCA F2F Consolidation Jan 2014

Additional Documents
- Course Attendee Database & Indemnity Information Return effective 4 Jan 2014.doc
- TIP NTCP Explanatory Notes MRCA F2F.doc

COURSE Exercises
- Ex Basic Member
- Ex Needs
- Ex Tick & Flick

COURSE Handouts
- NEEDSA~1.DOC
- POISAT~1.DOC
- STATEM~2.DOC
- Statements of Principle esti?naire DS SoUution.doc
- TABLED^1.DOC
- VITÁSA~1.DOC

COURSE Package-By Chapters
- A COVER SHEET -OCP.doc
- B CONTENT PAGE.doc
- C AMENDMENT REGISTER.doc
- D COURSE LOAD LIST.doc
- E ABOUT THIS COURSE.doc
- F COVER SHEET CHAP 2.doc
- G DAILY PROGRAM.doc
- H Cover Sheet-Objectives & Teaching points - Copy.doc
- I LITE-PRO & PRESENTERS NOTES CHAP 4.doc
- J COVER SHEET CHAP 5.doc
- K TRAINING FEEDBACK.doc
- L AMENDMENT PROCEDURE CHAP 6.doc
- M COURSE EVALUATION FORM.doc
- N Attendance & Indemnity Proforma.doc
+----COURSE Power Point Presentations
|   | MRCA F2F Consolidation Course KR amended.pptx
|   | MRCA F2F Consolidation Course.pptx

\----COURSE Presenter Notes
   | Presenter Notes KR.doc
   | Satchel 1-Presenter Notes Opening KR.doc
   | Satchel 1-Presenter Notes Opening.doc
   | Satchel 14-Presenter Notes Intro GARP M.doc
   | Satchel 15-Presenter Notes Case Management.doc
   | Satchel 16-Presenter Notes Outcomes of Liability.doc
   | Satchel 17-Presenter Notes Other Benefits.doc
   | Satchel 18-Presenter Notes Recon & Review.doc
   | Satchel 2- Presenter Notes Tick and Flick.doc
   | Satchel 3-Presenter Notes Intro to MRCA.doc
   | Satchel 4-Presenter Notes POI.doc
   | Satchel 5-Presenter Notes Complie a claim form.doc
   | Satchel 6-Presenter Notes Intro to SOPs.doc
   | Satchel 7-Presenter Notes DFRDBMSBS.doc
   | Satchel 8-Presenter Notes Needs assessment.doc
   | Satchel 9-13-Presenter Notes Ex Basic Member.doc
   | TIP National Level 1 Standard.docx

+----MRCA Mil Compensation L1 Cse
   | +----Additional Documents
   |   | Eligibility Handout.doc
   |   | MRCA Mil Compensation L1 Evaluation.doc
   |   |
   |   | +----Needs&Rehab
   |   |   | +----Additional Documents
   |   |   |   | +----DVA Docs
   |   |   |   | example IVD reservist claim determination.doc
   |   |   |   | Needs Assessment Document disc protrusion reservist.doc
   |   |   |   |
   |   |   | +----Fact Sheets
   |   |   |   | MRC01%20Overview.pdf (Overview of the Military Rehabilitation and
Developed by Bull & Bear Special Assignments for DVA

DOCUMENTS REVIEWED BATCH 1

REVIEW OF VETERANS’ ADVOCACY TRAINING Appendix 1

Compensation Act 2004)

|   |   |   |   |        MRC02%20Comp%20coverage%20for%20ADF%20under%20MRCA.pdf(Compensation Coverage for Members and Former Members of the Australian Defence Force)
|   |   |   |   |        MRC03%20Types%20of%20Military%20Service%20under%20the%20Military Rehabilitation and Compensation Act 2004)
|   |   |   |   |        MRC04%20Compensation%20Payment%20Rates.pdf(Compensation Payment Rates)
|   |   |   |   |        MRC05%20Rehabilitation.pdf (Rehabilitation)
|   |   |   |   |        MRC06%20Transition%20Management%20Service.pdf(Transition Management Service)
|   |   |   |   |        MRC08%20Incapacity%20Payments.pdf(Incapacity Payments)
|   |   |   |   |        MRC09%20Special%20Rate%20DP%20Safety%20Net%20Payment.pdf(Special Rate Disability Pension Safety Net Payment)
|   |   |   |   |        MRC10%20MVCS.pdf(Motor Vehicle Compensation Scheme)
|   |   |   |   |        MRC11%20Household%20Care%20Services.pdf(Household Care Services)
|   |   |   |   |        MRC12%20Attendant%20Care.pdf(Attendant Care)
|   |   |   |   |        MRC13%20Telephone%20Allowance.pdf(Telephone Allowance)
|   |   |   |   |        MRC14%20Partners.pdf(Compensation for Dependents — Wholly Dependent Partners of Deceased Members and Former Members)
|   |   |   |   |        MRC15%20Eligible%20Young%20Persons.pdf(Compensation for Dependents – Eligible Young Persons)
|   |   |   |   |        MRC16%20Other%20Dependants.pdf(Compensation for Dependents — Other Dependents of Deceased Members and Former Members)
|   |   |   |   |        MRC17%20Funeral%20Assistance.pdf(Funeral Assistance)
|   |   |   |   |        MRC18%20Bereavement%20Payments.pdf(Bereavement Payments)
|   |   |   |   |        MRC19%20Choices%20for%20Partners.pdf(Choices for Partners)
|   |   |   |   |        MRC20%20Permanent%20Impairment%20Payment%20Choices.pdf(Permanent Impairment Payment Choices)
|   |   |   |   |        MRC21%20SRDP%20Payment%20Choices.pdf(Special Rate Disability Pension Safety Net Payment Choices)
|   |   |   |   |        MRC22%00 Treatment.pdf(Treatment)
|   |   |   |   |        MRC23%20Pharmaceutical%20Allowance.pdf(Pharmaceutical Allowance)
|   |   |   |   |        MRC24%20How%20to%20lodge%20claim.pdf(How to lodge a claim)
|   |   |   |   |        MRC25%20How%20claims%20are%20decided.pdf(How claims are decided)
Developed by Bull & Bear Special Assignments for DVA

DOCUMENTS REVIEWED BATCH 1

REVIEW OF VETERANS’ ADVOCACY TRAINING
Appendix 1

<table>
<thead>
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<tbody>
<tr>
<td>MilitRehabCompCTP2004.pdf</td>
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<td>Cse Data.doc</td>
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<td>Introduction .doc</td>
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<td>TIP Attendance &amp; Indemnity Notification Proforma.doc</td>
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<td>TSR Cover page.doc</td>
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<td>Principles Guiding Rehabilitation under the MRCA.doc</td>
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<td>Conduct of a Needs Assessment.doc</td>
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<td>FACILITATORS CHECKLIST.doc</td>
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<td>Handout CHECKLIST Needs.doc</td>
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<td>Main features of the Military Rehabilitation and Compensation Scheme.doc</td>
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<td>Medical Employment Classifications NEW.doc</td>
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<td>Medical Employment Classifications.doc</td>
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---COURSE Package by Chapters

NEEDS ASSESSMENT Cover Sheet.doc
TIP (Vic) AMENDMENT REGISTER.doc
TIP (Vic) CONTENT PAGE.doc
TIP (Vic) LITE-PRO & PRESENTERS NOTES.doc
TIP (Vic) OBJECTIVES & TEACHING POINTS.doc
TIP (Vic) TRAINING FEEDBACK Course 2006..doc
TIP(Vic) ABOUT THIS COURSE..doc

---COURSE Power Point Presentation

NEEDS & REHAB TRG.ppt

---COURSE Presenter Notes

Conducting Focus Group Discussions.doc
Presenter Notes Rehabilitation.doc
Presenter Notes Needs Assessment.doc
Presenters notes Group Discussions (Autosaved).doc
Presenters notes Group Discussions REHABILITATION.doc
Presenters notes Group Discussions.doc
Presenters notes Group Reports.doc
Presenters notes OPENING ADDRESS.doc
Presenters notes Relating the Task.doc

---COURSE Program

Training Program Needs Mark 2.doc

---Working Docs

Household Services Attendant Care.ppt
INCAPACITY 250504.ppt
Medical Treatment.ppt
module 3 Investigating Eligibility and Liability decision ma.ppt
Module 3 Investigating Eligibility.ppt
Reconsiderations and Reviews.ppt
Rehabilitation.ppt
| Training module 3 Investigating Eligibility and Liability de.ppt |
| Training module4 - Liability decision making.ppt |

++++---COURSE Exercises
| Claiment Profile CFN Kneeless.rtf |
| Claiment Statement 1.doc |
| Covering Letter Activities of Daily Living Report.doc |
| Daily Living Report.doc |
| konekt Referral fax.doc |
| Loss Flow Chart.doc |
| Medical Release Authority.doc |
| Military Rehabilitation and Compensation Scheme Receipt of C.doc |
| Military Rehabilitation and Compensation Scheme.doc |
| NEEDS ASSESSMENT DECISIONS.doc |
| Reasons For Decision 2.doc |
| Reasons for Decision.doc |
| Record of Interview.doc |

++++---COURSE Handouts
| ISSUE PAPE-Guide to determining impairment.doc |
| ISSUE PAPER-Diagnosis.doc |
| ISSUE PAPER-ELIGIBILITY sheet MRCA 2004..doc |
| ISSUE PAPER-FOI Ready Reconer.doc |
| ISSUE PAPER-PI Handout.doc |
| NEEDS ASSESSMENTS.doc |
| REHABILITATION Handout..doc |

++++---COURSE Package-By Chapters
| A Cover Sheet OCP Package MRCA L1.doc |
| B Course contents MRCA L1.doc |
| C Amendment register MRCA L1.doc |
| Chapter 6 MRCA Mil Compensation L1 Evaluation.doc |
| E About this course MRCA L1.doc |
| E [1.] MRCA L1 -Code Diagram.doc |
| G Cover Sheet Daily Program MRCA L1.doc |
| G[1.] Daily Program 11 Mar 2014.doc |
| H Cover Sheet-Objectives & Teaching points -MRCA L1.doc |
| I Cover Sheet P-Point & Presenters notes MRCA L1.doc |
|   |       J  CoverSheet Chapt 5 MRCA L1.doc |
|   |       K Training Feed-back MRCA L1.doc |
|   |       N Attendee Details proforma Mar 2014 -.doc |
|   |       O Course Load list MRCA L1.doc |

---- COURSE Power Point Presentations

MRCA L1 PowerpPoint Mar 2014.pptx

---- COURSE Presenter Notes

|   | A Presenter Notes Satchel 1- Opening Address.doc |
|   | B Presenter Notes Satchel 2- MRCA.doc |
|   | C Presenters Notes Satchel 3-POI.doc |
|   | D Presenters Notes Satchel 4-Fraud & Ethics.doc |
|   | E Presenter Notes Satchel 5-Tools of Trade 2014.doc |
|   | F Presenter Notes Satchel 6- Interviewing etc.doc |
|   | G Presenter Notes Satchel 7- Exercise Basic Member 2014.doc |
|   | H Presenters Notes Satchel 8-Eligibility.doc |
|   | I Presenter Notes Satchel 9-FOI 2014.doc |
|   | J Presenter Notes Satchel 10-Standard of Proof 2014.doc |
|   | K Presenter Notes Satchel 11- SOPs 2014.doc |
|   | L Presenter Notes Satchel 12-Initial Liability 2014.doc |
|   | M Presenter Notes Satchel 13-Diagnostic Requirements 2014.doc |
|   | N Presenters Notes Satchel 14- Claim Forms.doc |
|   | O Presenter Notes Satchel 15-Intro to GARP(M) 2014.doc |
|   | P Presenter Notes satchel 16-Decision Making Process 2014.doc |
|   | Q Presenter Notes Satchel 17- Case Management 2014.doc |
|   | R Presenter Notes Satchel 18-Needs Assessment 2014.doc |
|   | S Presenter Notes Satchel 19-Rehabilitation (Outcomes of Liability) 2014.doc |
|   | T Presenter Notes Satchel 20- Variations 2014doc.doc |
|   | U Presenter Notes Satchel 21- Permanent Impairment 2014.doc |
|   | V Presenter Notes Satchel 22-SRDP 2014.doc |
|   | W Presenter Notes Satchel 23-Other Compensation 2014.doc |
|   | X Presenter Notes Satchel 24-Other Payments 2014.doc |
|   | Y Presenter Notes Satchel 25- Reconsideration & Review 2014.doc |
|   | Z Presenter Notes Satchel 26- Case Studies 2014.doc |

---- Old Notes

GARP V M.doc
INSTRUCTORS NOTES 11.doc
Instructors Notes Case Management.doc
Instructors Notes Compensation for Dependents.doc
Instructors Notes Diagnosis 2.doc
Instructors Notes Diagnosis.doc
Instructors Notes Satchell 10.doc
Instructors Notes Variations.doc
Presenter Notes - Claims Protocols Section 7.doc
Presenters Aid Claims Protocols.doc
Presenters Aid-CLK only an interpretation of DVA policy.docx
Presenters Aid-PI.doc
X Outcomes of Liability.doc

++++SOP User Course Feb 2014

++++Additional Documents
| baume Report.pdf
| Daily program.doc
| rove_ch30_31.pdf
| SOP User Course-Explanatory Notes.doc
| Statement of Principles Asbestosis Probs.doc
| Statement of Principles Asbestosis.doc

++++COURSE Exercises

++++Satchel 10-SOP Exercise 'BIG BOPPA'
| Annex B Veterans Statement.doc
| Annex C Doctors Report.doc
| DS Solution Worksheet Big Boppa.doc
| Presenter Notes Big Boppa.doc
| SOP COURSE SOP Worksheet.doc
| Veterans Profile Ex Big Boppa.doc

++++Satchel 11-SOP Exercise 'MORRIS MAJOR'
| Annex A veterans Profile.doc
| Annex B Medical Report.doc
| Annex C Medical report.doc
| Annex D Medical Report.doc
| DS Worksheet Ex Morris Major.doc
| Presenter Notes Morris Major.doc
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<td>SOP COURSE Ex FIBRE Medical evidence.doc</td>
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<td>SOP COURSE Ex FIBRE Veterans profile.doc</td>
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<td>SOP COURSE Med Report ANNEX B Ex 'HANDY DIGIT'.doc</td>
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<td>SOP COURSE Med Report ANNEX C Ex 'HANDY DIGIT'.doc</td>
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### SOP COURSE Med Report ANNEX I Ex ’HANDY DIGIT’.doc

### SOP COURSE SOP Worksheet as at 24 May 2007.doc

### SOP COURSE Veteran Statement ANNEX G ex ’HANDY DIGIT’.doc

### SOP COURSE Veterans Profile Ex ’HANDY DIGIT’.doc

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#### Satchel 9-Tick & Flick 2 & DS Solution

- Tick & Flick 2 DS Solution.docx
- Tick & Flick 2.docx

---

#### COURSE Handouts

- Handout-AIDE MEMOIR investigation Process].doc
- Handout-CONTENTIONS.doc
- Handout-SOP Worksheet.doc

---

#### COURSE Package-By Chapters

- A Cover Sheet SOP OCP.doc
- A2 Design.docx
- B Content Page SOP OCP.doc
- C Amendment Register SOP OCP.doc
- E About this course SOP OCP.doc
- G Cover Page Daily Program SOP OCP.doc
- H Cover Sheet-Objectives & Teaching points.doc
- I Power Point & Presentersnotes SOP OCP.doc
- J CoverSheet Chapt 5 SOP OCP.doc
- K Training Feed-Back SOP OCP.doc
- L Amendment Procedure Chapt 6 SOP OCP.doc
- M Course Evaluation form SOP OCP.doc
- N Attendance & Indemnity Form SOP OCP.doc

---

#### COURSE Power Point Presentations

- STATEMENT OF PRINCIPLES.ppt

---

#### COURSE Presenter Notes

- Satchel 1-Presenter Notes Open Address.doc
- Satchel 10-Presenter Notes Big Boppa.doc
- Satchel 11-Presenter Notes Morris Major.doc
- Satchel 2-Presenter Notes Intro to SOPs.doc
- Satchel 3-Presenter Notes How to use SOPs.doc
\---VEA Pension [Level 1] Course
| Explanitory Notes VEA Pension [Level 1] Course - Copy.doc

++---VEA [Level 1] Course Exercises
| Ex Gotcha Handout.doc

++---ExChaplain
| Chap3Quack.doc
| Chap5DVAlet.doc
| Chaplnstnotes.doc
| Chaplinindex.doc
| Chaplinpoi.doc
| Ex CHAPLIN [Part five] LIFESTYLE.docx
| Ex CHAPLIN [Part four] Claim Form.docx
| Ex CHAPLIN [Part Seven] CONSOLIDATION.docx
| Ex CHAPLIN [Part Six] DVA DECISION.docx
| Ex CHAPLIN [Part three] SOP & Questionaire.docx
| Ex CHAPLIN [Part two] MEDICAL DOCUMENTS.docx
| Ex CHAPLIN [Part one] VETERANS PROFILE.docx
| Members Statement.doc
| VETERANS PROFILE TRAINEES.docx

\---PENSION [EX NORGON 2006]
| Chap 19.doc
| Ex NORGON DATES LISTS.doc

++---EXERCISE Administration
| Ex NORGON Content sheet.doc
| Ex NORGON PACKAGE Cover sheet.doc
| Ex NORGON Presenters running sheet.doc

++---PART 1 FLAG A [Veteran Profile]
PART 10 FLAG J [Welfare]
EXNORG~1.DOC
Part 10A.doc

PART 11 FLAG K [AFI]
Ex NORGON Flag K AFI CLAIM FORM.doc

PART 12 FLAG L [LS 4 AFI]
Ex NORGON Flag L LIFESTYLE Q FOR AFI.doc

PART 13 FLAG M [Med Repo rt AFI]
Ex NORGON Dr report for AFI.doc
EXNORG~2.DOC

PART 14
Notes.doc

PART 15 FLAG N AFI Determination]
EXNORG~1.DOC
EXNORG~2.DOC

PART 16 FLAG O [ s31 Matrix]
EXNORG~1.DOC

PART 17 FLAG P [s31 Submission]
Chap 17 cover.doc
Ex NORGON TRG s31 SUBMISSION.doc
EXNORG~2 (2).DOC

PART 18 FLAG Q [s31 Determination]
Ex NORGON TRG s31 DECISION.doc
EXNORG~1 (2).DOC

PART 2 FLAG B [Fol]
Ex NORGON Flag B FOI APPLICATION.doc
Developed by Bull & Bear Special Assignments for DVA

REVIEW OF VETERANS’ ADVOCACY TRAINING

Appendix 1

| PART 2 | [a.] FLAG B [a.] [POI] |
|        | EXNORG~1.DOC |
|        | EXNORG~2.DOC |
|        | NORGON POI Birth Certificate.doc |

| PART 3 | FLAG C [Fol service Docs] |
|        | EXNORG~1.DOC |

| PART 4 | FLAG D [Initial Claim] |
|        | Ex NORGON Flag D INITIAL CLAIM.doc |

| PART 5 | FLAG E [Med Evidence] |
|        | EX NORGON Trauma statement.doc |
|        | EXNORG~1 (2).DOC |

| PART 5[a.] | FLAG E[a.] [SOPs] |
|            | EXNORG~1.DOC |

| PART 6 | FLAG F [LS Q] |
|        | Part 6.doc |

| PART 7 | FLAG G [Assessment] |
|        | Ex NORGON Flag G CALCULATE PENSION.doc |

| PART 8 | FLAG H [Determination] |
|        | EXNORG~1.DOC |

| PART 9 | FLAG I [Vets Up-date] |
|        | EXNORG~1.DOC |

\---TRAINING PROFORMA

|        | EX NORGON DATES LIST Presenter Information.doc |
|        | Ex NORGON Trg AFI CLAIM FORM.doc |
|        | Ex NORGON Trg First Claim form.doc |
|        | EXNORG~1 (2).DOC |
|        | Training Worksheet 2009.doc |

\---VEA [Level 1] Course Program
VEA Pension [Level 1] Daily Program 3Day.doc

-----VEA [Level 1] Cover sheets & package items
A Cover Sheet - Package.doc
B Contents.doc
C Amendment register.doc
E About this course.doc
F Cover sheet Chapter 2.doc
G Cover sheet Daily Program.doc
H VEA [Level 1] Chapt 3 Training Objectives & Teaching Points.doc
I Coversheet Power Point & Presenters notes.doc
J Cover sheet Chapter 5.doc
K Training feed-back.doc
L[1.] Chapter 6 Amend procedure.doc
M Course evaluation form.doc
N Attendance & Indemnity Form.doc
O Course load list.doc

-----VEA [Level 1] Handouts
DVA ADF compensation chart.doc
DVA Alcohol Questionnaire.doc
DVA Claimant Report Smoking.doc
DVA Claims Handout.doc
DVA Smoking Alcohol guidelines.doc
DVA Smoking Deceased Report.doc
FACTS Sheet Privacy ACT.pdf
FACTS [D7524] Application VRB review.pdf
SOP ASbestosis 23of2005.pdf
SOP Asbestosis 24of 2005.pdf
SOP Exercise 2 Paul Fibre.doc
SOP Exercise 3 Veterans Profile D Donat.doc
SOP EXERCISE1.doc
SOP Lumbar 37 of 2005.pdf
SOP Lumbar 38 of 2005.pdf
TIP Adduce Evidence Smoking Statement.doc
TIP Claims handout.doc
TIP Commonly Used Abbreviations.doc
TIP DFISA handout.doc
---Eligibility Handbook
  Eligibility Handbook Serials 1-116.pub
  ELIGIBILITY MRCA Circles.pub
  ELIGIBILITY VEA Circles.pub
  Handbook Pages 1-4.pub

+---VEA [Level 1] Power Point Presentations
  VEA Pension [Level 1] Course up-dated.ppt

\---VEA [Level 1] Presenter Notes
  Exercise Box 'EX Norgon'.doc
  Presenter Notes Template.docx
  Satchel 1 Presenter Notes Opening Address.docx
  Satchel 11 Presenter Notes Adducing Evidence.doc
  Satchel 12 Presenter Notes Intro to GARP.doc
  Satchel 13 & 14 Presenter Notes PO Support.doc
  Satchel 16 Presenter Notes DFSIA.doc
  Satchel 2 Presenter Notes Fraud & Ethics.doc
  Satchel 3 Presenter Notes Interviewing.doc
  Satchel 4 Presenter Notes Proof of Identity.doc
  Satchel 5 Presenter Notes Claims & Appeals.doc
  Satchel 6 Presenter Notes Types of Pensions.doc
  Satchel 7 Presenter Notes Eligibility.doc
  Satchel 8 Presenter Notes Standard of Proof.doc
  Satchel 8a Presenter Notes EX Gotcha.doc
  Satchel 9 Presenter Notes SOP.doc
--- Above general rate (VEA Level 1)

- LITE-PRO & PRESENTERS NOTES.doc
- Suggested Daily program 2 day Cse.doc
- TIP (Nat) AMENDMENT REGISTER.doc
- TIP (Nat) CONTENT PAGE.doc
- TIP (Nat) COVER SHEET CHAP 2.doc
- TIP (Nat) COVER SHEET CHAP 5.doc
- TIP (Nat) OBJECTIVES & TEACHING POINTS.doc
- TIP (Nat) TRAINING FEEDBACK.doc
- TIP (National) OCP Amendment process -Chapter 6 (2).doc
- TIP (National) OCP Amendment process -Chapter 6.doc
- TIP Attendance & Indemnity Notification Proforma.doc
- TIP( Nat) ABOUT THIS COURSE.doc
- TIP(Nat) COVER SHEET Course PACKAGE 2010.doc
- TIP[Nat]EVALUATION PROFORMA.doc

--- Advanced Pension Officer (VEA Level 2)

--- COURSE Exercises

- Ex 'Eligibility' Tick & Flick questionaire.doc
- Ex 'Standard of Proof' Tick & Flick questionaire.doc
- Ex 'TICK & FLICK' Part 1 Code 1.1.1 [a.] NEW.doc
- OJT Questions.doc
- SOP Contiuation.doc
- Statements of Principle Questionaire Handout 1.doc

--- Ex ' ABOVE GENERAL RATE'

- Presenter Notes EX Willy Wonte 2.2.1.doc
- willy vonte veterans profile.doc
- willy vonte.doc

--- Ex '137 REPORT'

- S137 Cover.doc
- S137 Instructions.doc

--- Ex 'CONFIRM'

- Ex Confirm Instructions.doc
- S137 Cover.doc
Ex 'Revision' Part 1 Cover Sheet.doc
Ex 'Revision' Part 1 Veteran Profile.doc
Ex 'Revision' Part 2 Additional comments.doc
Ex 'Revision' Part 2 Combined Impairment Assessment.doc
Ex 'Revision' Part 2 Cover Sheet.doc
Ex 'Revision' Part 2 Drs Report.doc
Ex 'Revision' Part 2 Med Exam Digestive.doc
Ex 'Revision' Part 2 Med Exam SKIN.doc
Ex 'Revision' Part 2 PO Letter.doc
Ex 'Revision' Part 3 Cover Sheet.doc
Ex Revision INSTRUCTION.doc
EX Revision Determination.doc

VEA QUIZ.doc

SOP Ex No 1 WEARY DIGGER.doc

Ex Valadation Page 2.doc

bLANK Claimant Report.doc
ds sOLUTION Claimant Report.doc
HANDOUT LIFTING QUESTIONNAIRE.doc

Advocates Worksheet.doc
Course Outcomes AS AT 1 Jan 2011.doc
HANDOUT DFISA.doc
Printzy's Memory Jogger [AGR].doc
PROOF_OF.IDENTITY_HANDOUT_As_At_MAR 10.doc
Reasonable Hypothesis Link VEA.pub
Rex's Handy Hints.doc
COURSE Package - By Chapters

LITE-PRO & PRESENTERS NOTES.doc
LOADLIST APO.doc
PROGRAM AP Officer [Level 2] course [3Day] As at 1 Jan 2008.doc
TIP (Nat) AMENDMENT REGISTER.doc
TIP (Nat) CONTENT PAGE.doc
TIP (Nat) COVER SHEET CHAP 2.doc
TIP (Nat) COVER SHEET CHAP 5.doc
TIP (Nat) OBJECTIVES & TEACHING POINTSNEW.doc
TIP (Nat) TRAINING FEEDBACK.doc
TIP Attendance & Indemnity Notification Proforma.doc
TIP( Nat) ABOUT THIS COURSE.doc
TIP(Nat) COVER SHEET Course PACKAGE 2011.doc
TIP[Nat] EVALUATION PROFORMA.doc

COURSE Power Point Presentations
Advanced Pension Officer 29 March 2010.ppt
VEA Level 2 Course 29 March 2010.ppt

COURSE Presenter Notes
Presenter Notes Adducing Evidence 2.1.3.doc
Presenter Notes DFSIA.doc
Presenter Notes Eligibility & Proof 1.1.3.doc
Presenter Notes EX Confirm 2.2.3.doc
Presenter Notes EX Revision 1.1.2.doc
Presenter Notes EX S137 Report 2.2.2.doc
Presenter Notes EX Statement of Principles 1.1.4.doc
Presenter Notes Ex Tick & Flick 1.1.1a.doc
Presenter Notes EX Validation 2.2.4.doc
Presenter Notes EX Willy Wonte 2.2.1.doc
Presenter Notes Opening Address Admin 2.doc
Presenter Notes POI.doc
Presenter Notes Revisit the VEA 2.1.1.doc
---COURSE Training Objectives
| TIP NTCP TRG OBJ CHECK SHEET-APO.doc
| Training Objective Advocacy VRB.doc
| Training Objective DFISA POI.doc
| Training Objective Eligibility Standard of Proof.doc
| Training Objective Evidence.doc
| Training Objective Intro to SOPs.doc
| Training Objective Opening Address.doc
| Training Objective Revisit the VEA.doc
| Training Objective Supervision OJT.doc
| Training Objective template.doc

---Eligibility Handbook
| Eligibility Handbook Serials 1-116.pub
| ELIGIBILITY MRCA Circles.pub
| ELIGIBILITY VEA Circles.pub
| Handbook Pages 1-4.pub

---Advanced Welfare Course (VEA Level 2)
---Additional Documents

---COURSE Exercises
| EXERCISE Four Resident Advanced Welfare Course.doc
| Exercise Gold Watch.doc
| EXERCISE Health & Wealth Advanced Welfare Officers.doc
| EXERCISE Home Choice Advanced Welfare Course.doc
| EXERCISE Stay At Home Advanced Welfare Course.doc

---DS Solutions
| AWO Course DS Answer guides.docx
| Exercise Gold Watch DS.doc
### COURSE Handouts
- BEREAVEMENT Handout.ppt
- D0800.pdf
- DVA FUNDED HEALTH SERVICES.ppt
- DVA FUNDED HEALTH SERVICES.pptx
- DVA RESIDENTIAL RESPITE.ppt
- Manage Work Handout.ppt
- Mental health and Wellbeing Handout.ppt
- MY WELFARE NETWORK.docx
- Residential Aged Care handout.ppt
- RESOURCES PART 1.pptx
- Staying at Home Handout.ppt
- Staying at Home.ppt
- Table Discussions.doc
- TIP HANDOUT -ALL COURSES - Practitioner protection.doc
- VVCS Handout.ppt

### COURSE Package-By Chapters
- A WO COURSE DESIGN COMMENTS.doc
- Advanced Welfare Daily Program.doc
- LITE-PRO & PRESENTERS NOTES Chap 4.doc
- TIP (Nat) AMENDMENT REGISTER.doc
- TIP (Nat) CONTENT PAGE.doc
- TIP (Nat) COVER SHEET CHAP 2.doc
- TIP (Nat) COVER SHEET CHAP 5.doc
- TIP (Nat) OBJECTIVES & TEACHING POINTS Chap 3.doc
- TIP (Nat) TRAINING FEEDBACK.doc
- TIP Attendance & Indemnity Notification Proforma.doc
- TIP National amendment Chapter 6 11 Mar.doc
- TIP( Nat) ABOUT THIS COURSE.doc
- TIP(Nat) COVER SHEET Course PACKAGE 2010.doc
- TIP[Nat]EVALUATION PROFORMA.doc
- WO COURSE REQUIREMENT-STORES LIST.doc

### COURSE Power Point Presentations
- ADVANCED WELFARE OFFICERS COURSE REVISED 2 Feb 12.ppt
| +---COURSE Presenter Notes |
| | Participate in Exercise 1.6.1.6.4.doc |
| | Presenter Notes Breavement.doc |
| | Presenter Notes Carer & Carers May 2011.doc |
| | Presenter Notes DVA Health Services.doc |
| | Presenter Notes Exercise Gold watch.doc |
| | Presenter Notes Exercises.doc |
| | Presenter Notes Health & Welfare support.doc |
| | Presenter Notes Interview Techniques 1.1.2.doc |
| | Presenter Notes Mental Health 1.2.3.doc |
| | Presenter Notes Opening Address.doc |
| | Presenter Notes powers of Attorney.doc |
| | Presenter Notes Residential Aged Care.doc |
| | Presenter Notes Revision 1.1.1.doc |
| | Presenter Notes Template.doc |
| | Presenter Notes Undersanding Aged care Options.doc |
| | Presenter Notes VVCS 1.2.1.doc |
| | Presenter Notes Work 1.3.1.doc |
| |
| +---Part 1 AWO |
| | Check list.doc |
| | Cse Data.doc |
| | evaluation(1).doc |
| | evaluation.doc |
| | Introduction .doc |
| | RCC Policy1.doc |
| | TSR Cover page.doc |
| | TSR Welfare.doc |
| |
| \---Training Objectives |
| | Training Objective Age Care Options 1.4.1.doc |
| | Training Objective Breavement 1.5.2.doc |
| | Training Objective DVA Health.doc |
| | Training Objective Health & Welfare Support 1.3.2.doc |
| | Training Objective Interviewing Technique 1.1.2.doc |
| | Training Objective Mental Health 1.2.3.doc |
| | Training Objective Participate in Exercise 1.6.1 to 1.6.4.doc |
Basic Advocate (VEA Level 3)

PROGRAM Basic Advocate as at Jul 09.doc

Additional Documents

Advocate Assessment Form.doc

COURSE Exercises

New Playlet

Advocates Submission VRB Playlet.doc

VRB Playlet Instructions.doc

Playlet

Advocates Submission VRB Playlet.doc

Dr Friend Letter for Playlet.doc

VRB Playlet Instructions.doc

Pre Course

Exercise Lancelot

Advocates Worksheet.doc

Case manager Letter 03.doc

Claims Assessor Letter 03.doc

Dr Black letter 03 amended Jul 09.doc

Dr Black letter 03.doc

Dr Rongi Letter 98.doc

DVA Determination Letter 99.doc

Employers Letter Nov 02.doc

EX Lancelot Decision 05.doc

EX Lancelot VRB Decision 2000.doc

Further Evidence Dr Black letter 03 amended Jul 09.doc
pre Course study material Advocates..doc
Pre-course mat .RO.doc
Pre-Course materials Vets Aff 2.doc
Pre-Course Materials Vets Aff.1.doc
Rejection Letter 03.doc
Thank You Application for Review.doc
TIP(Vic)AdvocCourseExhibitNo2DrVFriendNov99.doc
VETERANS Review Board Decision 1.doc
VRB Application 03.doc
VRB Decision 2001.doc
VRB Statements 05.doc
VRB Thank you Letter 99.doc
Veterans r. b. march 2003.doc
WRITTEN SUBMISSION.doc

+---COURSE Handouts
  | Checklist.doc
  | Handout 1 Considerations for a Written Submission.doc
  | Handout 2 PRESENTATION SKILLS.pptx
  | Handout 3 THE ADVOCATE.pptx
  | Handout 4 Questions Provide.pptx

+---COURSE Package-By Chapters
  | Advocate Assessment Form.doc
  | Assessment Guide Advocates.doc
  | Basic Advocate Competency Diagram 29 Jun 10.doc
  | Basic Advocates Course Requirements.doc
  | Daily Program Basic Advocate.doc
  | LITE-PRO & PRESENTERS NOTES.doc
  | TIP (Nat) AMENDMENT REGISTER.doc
  | TIP (Nat) CONTENT PAGE.doc
  | TIP (Nat) COVER SHEET CHAP 2.doc
  | TIP (Nat) COVER SHEET CHAP 5.doc
  | TIP (Nat) OBJECTIVES & TEACHING POINTS.doc
  | TIP (Nat) TRAINING FEEDBACK.doc
  | TIP Attendance & Indemnity Notification Proforma.doc
  | TIP National amendment Chapter 6 11 Mar.doc
+---COURSE Power Point Presentations
|   |       ADVOCATE COURSE 16 may 11.ppt

\---COURSE Presenter Notes
|       Presenter Notes Presentation Skills 1 (2).doc
|       Presenter Notes Presentation Skills 1.doc
|       Presenter Notes, Presentation Skills 2 new.doc
|       Presenter Notes Opening Address New.doc
|       Presenter Notes Template.doc
|       Presenter Notes The Submission.doc
|       Presenter Notes, EX Lancelot.doc
|       Presenter Notes, Presentation Skills 3 new.doc
|       Presenter Notes, Presentation Skills 3.doc
|       Presenter Notes, Presentation Skills 4.doc
|       Presenter Notes, Role Play.doc
|       Presenters notes OPENING ADDRESS.doc

+---Basic Pension Officer Course] (VEA Level 1)

+---BPO COURSE Course Package
|       LITE-PRO & PRESENTERS NOTES.doc
|       LOADLIST BASIC PENSION.doc
|       TIP (Nat) AMENDMENT REGISTER.doc
|       TIP (Nat) CONTENT PAGE.doc
|       TIP (Nat) COVER SHEET CHAP 2.doc
|       TIP (Nat) COVER SHEET CHAP 5.doc
|       TIP (Nat) OBJECTIVES & TEACHING POINTS.doc
|       TIP (Nat) TRAINING FEEDBACK.doc
|       TIP Attendance & Indemnity Notification Proforma.doc
|       TIP National amendment Chapter 6 MK2.doc
|       TIP NTCP TRG OBJ CHECK SHEET-Basic Pension.doc
|       TIP( Nat) ABOUT THIS COURSE.doc
|       TIP(Nat) COVER SHEET Course PACKAGE 2010.doc
|       TIP[Nat]EVALUATION PROFORMA.doc
+--- BPO COURSE Exercises
  |   | Ex Gotcha Handout.doc

+--- Ex Chaplain
  |   | Chap3Quack.doc
  |   | Chap5DVAlet.doc
  |   | Chaplnstnotes.doc
  |   | Chaplinindex.doc
  |   | Chaplinpoi.doc
  |   | Ex CHAPLIN [Part five] LIFESTYLE.docx
  |   | Ex CHAPLIN [Part four] Claim Form.docx
  |   | Ex CHAPLIN [Part Seven] CONSOLIDATION.docx
  |   | Ex CHAPLIN [Part Six] DVA DECISION.docx
  |   | Ex CHAPLIN [Part three] SOP & Questionaire.docx
  |   | Ex CHAPLIN [Part two] MEDICAL DOCUMENTS.docx
  |   | Ex CHAPLIN [Part one] VETERANS PROFILE.docx
  |   | Members Statement.doc
  |   | VETERANS PROFILE TRAINEES.docx

\--- PENSION [EX NORGON 2006]
  |   | Chap 19.doc
  |   | Ex NORGON DATES LISTS.doc

+--- EXERCISE Administration
  |   | Ex NORGON Content sheet.doc
  |   | Ex NORGON PACKAGE Cover sheet.doc
  |   | Ex NORGON Presenters running sheet.doc

+--- PART 1 FLAG A [Veteran Profile]
  |   | EXNORG~1.DOC

+--- PART 10 FLAG J [Welfare]
  |   | EXNORG~1.DOC
  |   | Part 10A.doc

+--- PART 11 FLAG K [AFI]
Developed by Bull & Bear Special Assignments for DVA

DOCUMENTS REVIEWED BATCH 2

REVIEW OF VETERANS’ ADVOCACY TRAINING  Appendix 1

|   |       |       Ex NORGON Flag K AFI CLAIM FORM.doc |
|   |       |
|   |       |
|   |       |
|+--- | PART 12 FLAG L [LS 4 AFI] | Ex NORGON Flag L LIFESTYLE Q FOR AFI.doc |
|   |       |
|+--- | PART 13 FLAG M [Med Report AFI] | Ex NORGON Dr report for AFI.doc |
|   |       | EXNORG~2.DOC |
|+--- | PART 14 | Notes.doc |
|+--- | PART 15 FLAG N AFI Determination] | EXNORG~1.DOC |
|   |       | EXNORG~2.DOC |
|+--- | PART 16 FLAG O [s31 Matrix] | EXNORG~1.DOC |
|+--- | PART 17 FLAG P [s31 Submission] | Chap 17 cover.doc |
|   |       | Ex NORGON TRG s31 SUBMISSION.doc |
|   |       | EXNORG~2 (2).DOC |
|+--- | PART 18 FLAG Q [s31 Determination] | Ex NORGON TRG s31 DECISION.doc |
|   |       | EXNORG~1 (2).DOC |
+--- | PART 2 FLAG B [Foi] | Ex NORGON Flag B FOI APPLICATION.doc |
+--- | PART 2 [a.] FLAG B [a.] [POI] | EXNORG~1.DOC |
|   |       | EXNORG~2.DOC |
|   |       | NORGON POI Birth Certificate.doc |
+--- | PART 3 FLAG C [Foi service Docs] |
PART 4 FLAG D [Initial Claim]
- Ex NORGON Flag D INITIAL CLAIM.doc

PART 5 FLAG E [Med Evidence]
- EX NORGON Trauma statement.doc
- EXNORG~1 (2).DOC

PART 5[a.] FLAG E[a.] [SOPs]
- EXNORG~1.DOC

PART 6 FLAG F [LS Q]
- Part 6.doc

PART 7 FLAG G [Assessment]
- Ex NORGON Flag G CALCULATE PENSION.doc

PART 8 FLAG H [Determination]
- EXNORG~1.DOC

PART 9 FLAG I [Vets Up-date]
- EXNORG~1.DOC

TRAINING PROFORMA
- EX NORGON DATES LIST Presenter Information.doc
- Ex NORGON Trg AFI CLAIM FORM.doc
- Ex NORGON Trg First Claim form.doc
- EXNORG~1 (2).DOC
- Training Worksheet 2009.doc

BPO COURSE Handouts
- Alcohol Questionnaire.doc
- ASbestosis 23of2005.pdf
- Claimant Report Smoking.doc
- Claims handout.doc
Commonly Used Abbreviations.doc
D7524.pdf
DVA Claims Handout.doc
DVA Smoking Alcohol guidelines.doc
HANDOUT DFISA.doc
HANDOUT [Researchers-Researchers Reports].doc
Interviewing the process.doc
Lumbar 37 of 2005.pdf
Lumbar 38 of 2005.pdf
MY Welfare Network.pub
PENSION HANDOUT ADF compensation chart.doc
Privacy handout.pdf
Proof of Identity handout.doc
Reasonable Hypothesis Link VEA.pub
Rex's Handy Hints.doc
Smoking Deceased Report.doc
Smoking Report.doc
Smoking Statement.doc
SOP Exercise 2 Paul Fibre.doc
SOP Exercise 3 Veterans Profile D Donat.doc
SOP EXERCISE1.doc
Volunteer Insurance Coverage.doc

BPO COURSE Power Point Presentations
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BPO COURSE Presenter Notes
Presenter Notes Adducing Evidence.doc
Presenter Notes Claims Process.doc
Presenter Notes DFSIA.doc
Presenter Notes Eligibility.doc
Presenter Notes EX Gotcha.doc
Presenter Notes EX Norgon.doc
Presenter Notes Fraud.doc
Presenter Notes Intro to GARP.doc
Presenter Notes Opening Address.docx
Presenter Notes PO Support.doc
---BPO COURSE Program
- Daily Program 3 Day Basic Pension.doc
- Daily Program 2Day.doc

---BPO COURSE Trg Obj
- PO COURSE TRG OBJ 1.1.1 FRAUD.doc
- PO COURSE TRG OBJ 1.1.2 POI.doc
- PO COURSE TRG OBJ 1.2.1 ETHICS.doc
- PO COURSE TRG OBJ 2.1.1 INTERVIEWING.doc
- PO COURSE TRG OBJ 3.1.1 CLAIMS & APEALS.doc
- PO COURSE TRG OBJ 3.1.2 TYPES OF PENSIONS.doc
- PO COURSE TRG OBJ 3.1.3 ELIGIBILITY.doc
- PO COURSE TRG OBJ 3.1.4 RH & S of PROOF.doc
- PO COURSE TRG OBJ 3.1.7 PO SUPPORT.doc
- PO COURSE TRG OBJ 3.2.1 Ex GOTCHA.doc
- PO COURSE TRG OBJ 4.1.2 GARP 5.doc
- PO COURSE TRG OBJ Admin 2 OPENING ADDRESS.doc
- POCOURSE TRG OBJ 5.1 DFISA.doc
- POCOURSE TRG OBJ SOPS.doc

---Eligibility Handbook
- Eligibility Handbook Serials 1-116.pub
- ELIGIBILITY MRCA Circles.pub
- ELIGIBILITY VEA Circles.pub
- Handbook Pages 1-4.pub

---Basic Welfare (VEA Level 1)

---Additional Documents

---COURSE Exercises
### COURSE Handouts
- Basic Welfare Course Handout introduction to the Internet.doc
- Commonly Used Abbreviations.doc
- COMMUNICATION BREAKDOWN.doc
- COMMUNICATION.doc
- COMMUNICATIONS PROCESS.pub
- COMMUNICATIONS PROCESS2.pub
- COMMUNICATIONS PROCESS3.pub
- CRISIS AND EMOTIONAL MANAGEMENT FLOW CHART.pub
- DFISA Basic Welfare Course Section 12.doc
- DUTIES AND RESPONSIBILITIES OF A WELFARE OFFICER.doc
- Helping Responses.pub
- Information_Sheet_Public_Sector_1_Information_Privacy_Principles_under_the_Privacy_Act_1988[1].pdf
- Interviewing the process.doc
- MY Welfare Network.pub
- Problem Solving Handout.pptx
- PROOF_OF_IDENTITY_HANDOUT_As_At_MAR_10.doc
- Roadblocks to Communication.doc
- SUPPORTING ORGANISATIONS.docx
- Table Discussions.doc
- THE HELPING RELATIONSHIP.doc
- The Recipients Flow Chart.pub
- Tools of Trade for a Welfare Officer.pub
- Volunteer Insurance Coverage.doc
- WHAT IS WELFARE.pub
- WO BASIC CSE Flight or Fight Response.doc

### COURSE Package-By Chapters
Developed by Bull & Bear Special Assignments for DVA

DOCUMENTS REVIEWED BATCH 2

REVIEW OF VETERANS’ ADVOCACY TRAINING  Appendix 1

| LITE-PRO & PRESENTERS NOTES.doc |
| PROGRAM B WO Course - 3 Day As at 5 Sep 10.doc |
| SUGGESTED DAILY PROGRAM 2 Day.docx |
| TIP (Nat) AMENDMENT REGISTER 1.doc |
| TIP (Nat) CONTENT PAGE.doc |
| TIP (Nat) COVER SHEET CHAP 2.doc |
| TIP (Nat) COVER SHEET CHAP 5.doc |
| TIP (Nat) OBJECTIVES & TEACHING POINTS.doc |
| TIP (Nat) TRAINING FEEDBACK.doc |
| TIP Attendance & Indemnity Notification Proforma.doc |
| TIP National amendment Chapter 6 MK2.doc |
| TIP( Nat) ABOUT THIS COURSE.doc |
| TIP(Nat) COVER SHEET Course PACKAGE 2010.doc |
| TIP[Nat]EVALUATION PROFORMA.doc |
| WO COURSE REQUIREMENT-STORES LIST.doc |

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<td>tools of trade.jpg</td>
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<td>What is Welfare.jpg</td>
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<td>Course Presenter Notes</td>
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<td>IntoductiontoInternet 3.2.5 25 Mar 101.doc</td>
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<td>Presenter Notes &amp; exercises Problem Solving.doc</td>
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<td>Presenter Notes 3.2.1 Exercise Abigail.doc</td>
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<td>Presenter Notes Intro to Welfare 2.1.4.doc</td>
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<td>Presenter notes Opening Address Welfare Admin 2.doc</td>
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<td>Presenter notes Section 1.1.1 Fraud Prevention.doc</td>
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<td>Presenter Notes Section 1.2.1 Code of Ethics.doc</td>
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<td>Presenter Notes Section 2.1.2 Explain Personal Values.doc</td>
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<td>Presenter Notes Section 2.1.3 Define ESO Welfare.doc</td>
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<td>Presenter Notes Section 3.1.2 Responsibility of Good Communication.doc</td>
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Presenter Notes Section 3.1.3 Do's and Don'ts.doc
Presenter Notes Section 3.2.2 Profile of a Veteran.doc
Presenter Notes Section 4.1.1 Types of Manuals & Pamphlets.doc
Presenter notes Section 5.1.1 The Helping Relationship.doc
Presenter Notes Section 5.1.2 Signs & Prevention of Stress.doc
Presenter Notes Section Ex Mick Shave1.doc
Presenter Notes Section Ex New Start1.doc
Presenter Notes Section Proof of Identity.doc
Presenter Notes Template.doc
Presenter Notes The Recepients 4.1.2.doc

--- Part 1 BWO

BOOK SPINE.doc
Check list.doc
Cse Data.doc
evaluation.doc
Introduction.doc
NUMBERS.doc
RCC Policy1.doc
TIP Attendance & Indemnity Notification Proforma.doc
TSR Cover page.doc
TSR Welfare.doc

\--- Training Objectives

Training Objective 1.1.1 Fraud Prevention.doc
Training Objective 1.2.1 Ethics.doc
Training Objective 2.1.1 Rules of Interviweing.doc
Training Objective 2.1.2 Personal Values.doc
Training Objective 2.1.3 Exercise ESO Welfare.doc
Training Objective 3.1.1 What is Good Communication Part 1.doc
Training Objective 3.1.2 Responsibilities of Good Communication.doc
Training Objective 3.1.3 Do's & Don’ts of Good Communication.doc
Training Objective 3.2.1 Exercise Abigail.doc
Training Objective 3.2.2 Exercise Profile of a Veteran.doc
Training Objective 3.2.3 New Start.doc
Training Objective 3.2.4 Ex Mick Shave.doc
Training Objective 3.2.6 Problem solving.doc
- Training Objective 4 DFISA.doc
- Training Objective 4.1.1 Manuals & Pamphlets.doc
- Training Objective 4.1.2 The Recipients.doc
- Training Objective 5 Intro to the Internet.doc
- Training Objective 5.1.1 Describe the Helping Relationship.doc
- Training Objective 5.1.2 Signs & Prevention of Stress.doc
- Training Objective 5.1.3 Crisis.doc
- Training Objective Template.doc

**---Electronic Tools Course (VEA level 1)**
- Copying CCPS Reports.doc

**---Additional Documents**

**---COURSE Exercises**
- CCPSWorksheet.doc
- DS Worksheet Ex 1.doc
- ETT Ex 1.doc
- ETT Ex 2.doc
- ETT Ex 3.doc
- ETT Ex 4.doc
- ETT Ex 5.doc

**---COURSE Handouts**
- How to access CLIK.doc
- The CLIK Home Page.docx

**---COURSE Package-By Chapters**

**---COURSE Power Point Presentations**

**---COURSE Presenter Notes**
- cover.doc
- DEFCARE Compensation Library.doc
- E-Tools Handout 1 Apr2008.doc
- E-Tools lvl 3 Part 2 Intro to ClikApr08.doc
- ETT COURSE Presenter Notes OBJ 1.1.2 Introduction to CLIK21APR.doc
- Introduction to Internet 18 Apr.doc
- openingaddressapr2008.doc
|   |       4 Chapter 11 Step-by-Step Process.doc |
|   |       5 Chapter 11 Exercise 1.doc |
|   |       6 Chapter 11 Exercise 1 DS.docx |
|   |       6 Chapter 11 Exercise 1 DS.docx.docx |
|   |       7 Chapter 11 Exercise 2 Ed1.doc |
|   |       8 Chapter 11 Exercise 2 DS.doc |
|   |       Presenter Notes Chap 11 1.2.11.doc |

|   |       +---- Chapter 12 Session 17 |
|   |       1 Chapter 12 Training Objective.doc |
|   |       2 Chapter 12 Step x Step Process.doc |
|   |       3 Chapter 12 Terminology.doc |
|   |       4 Chapter 12 Exercise Step X Step.doc |
|   |       5 chapter 12 Exercise Step X Step DS.docx |
|   |       Presenter Notes Chap 12 1.1.12.doc |

|   |       +---- Chapter 13 |
|   |       1 Chapter 13 Training Objective.doc |
|   |       3 Chapter 13 step by step process.docx |
|   |       Presenter Notes Chap 13 1.3.1.doc |

|   |       +---- Chapter 14 Session 18 |
|   |       1 Chapter 14 Training Objective.doc |
|   |       3 Chapter 14 Terminology.doc |
|   |       4 Chapter 14 Step x Step Process.docx |
|   |       5 Chapter 14 Exercise Step by Step.doc |
|   |       6 Chapter 14 Exercise Step by Step DS.docx |
|   |       7 Chapter 14 Exercise 1.doc |
|   |       8 Chapter 14 Exercise 1 DS.docx |
|   |       Presenter Notes Chap 14 1.3.2.doc |

|   |       +---- Chapter 15 |
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|   |       2 Chapter 15 Step X Step Process.docx |
|   |       4 Chapter 15 Exercise Step By Step.doc |
|   |       5 Chapter 15 Exercise Step by Step DS.doc |
|   |       6 Chapter 15 Exercise 1.doc |
Chapter 16 Session 8
- 1 Presenter Notes Chap 16 1.3.4.doc
- 3 Chapter 16 Terminology.doc
- 4 Chapter 16 Step x Step Process.docx
- 5 Chapter 16 Exercise Step by Step.doc
- 6 Chapter 16 Exercise Step by Step DS.doc

Chapter 17 Session 19
- 1 Chapter 17 Training Objective.docx
- 3 Chapter 17 Step by Step.doc
- 4 Chapter 17 Exercise 1.doc
- 5 Chapter 17 Exercise 1 DS.docx
- 6 Chapter 17 Exercise 2.doc
- 7 Chapter 17 Exercise 2 DS.docx
- Presenter Notes Chap 17 1.3.5.doc

Chapter 18
- 1 Presenter Notes Chap 18 1.4.1.doc
- 3 Chapter 18 Step by Step Process.doc

Chapter 19
- 1 Presenter Notes Chap 19 1.4.2.doc
- 3 Chapter 19 Step by Step Process.doc
- 4 Chapter 19 Exercise Hardcase.doc
- 5 Chapter 19 Exercise Hardcase DS.docx

Chapter 2 Session 13
- 1 Chapter 2 Training Objective.doc
- 3 Chapter 2 Terminology.doc
- 4 Chap2 step x step hypertension.doc
- 5 Chapter 2 Exercise 1 Vascular DS.doc
- 5 Chapter 2 Step x Step Cardiovascular & Lower Limbs.docx
- 6 Chapter 2 Exercise 1.doc
- 7 Chapter 2 Exercise 1 DS.doc
| Chapter 20 | 1 Presenter Notes Chap 20 1.4.3.doc |
| Chapter 21 | 1 Presenter Notes Chap 21 1.4.4.doc |
| Chapter 22 | 1 Chapter 22 Training Objective.doc |
| Chapter 23 | 1 Presenter Notes Chap 23 1.4.5.doc |
| Chapter 24 | 1 Chapter 24 Training Objective.docx |
| Chapter 3 Session 20 | 1 Chapter 3 Training Objective.doc |
Chapter 3
Exercise 1
Chapter 3 Exercise 1 DS.docx
Chapter 3 Exercise 2.doc
Chapter 3 Exercise 2 DS.docx
Chapter 3 Step X Step Lower Limbs.docx
Presenter Notes Chap 3 1.2.3.doc

Chapter 4 Session 11
Chapter 4 Training Objective.doc
Chapter 4 Step by Step Process.docx
Chapter 4 Exercise Step by Step.doc
Chapter 4 Exercise Step by Step DS.docx
Chapter 4 Exercise 1.doc
Chapter 4 Exercise 1 DS.doc
Chapter 7 Exercise 2.doc
Chapter 4 DS Exercise 1.doc
Presenter Notes Chap 4 1.2.4.doc

Chapter 5 Session 14
Training Objective Chapter 5 Neurological Impairment.doc
Chapter 5 Terminology.doc
Chapter 5 Step by Step Process.docx
Chapter 5 Exercise 1.doc
Chapter 5 Exercise 1 DS.doc
Presenter Notes Chap 5 1.2.5.doc

Chapter 6 Session 16
Chapter 6 Training objective.doc
Chapter 6 Terminology.doc
Chapter 6 Step by Step Process.docx
Chapter 6 Exercise Step By Step.doc
Chapter 6 Exercise 1 DS.doc
| | 7 Chapter 6 Exercise 1.doc 
| | 8 Chapter 6 Exercise 1 DS.docx 
| | Presenter Notes Chap 6 1.2.6.doc 

**** Chapter 7 Session 22 ****
| | 1 Chapter 7 Training Objective.doc 
| | 12 Chapter 7 Exercise 4.doc 
| | 13 Chapter 7 Exercise 4 DS.doc 
| | 14 Chapter 7 Worksheet.doc 
| | 3 Chapter 7 Terminology.doc 
| | 4 Chapter 7 Step by Step.doc 
| | 5 Chapter 7 Exercise 1 Vet Profile.doc 
| | 6 Chapter 7 Exercise 1 DVA History & Audiogram.doc 
| | 7 Chapter 7 Exercise 1 DS.doc 
| | 8 Chapter 7 exercise 2.doc 
| | 9 Chapter 7 Exercise 2 DS.doc 
| | Presenter Notes Chap 7 1.2.7.doc 

**** Chapter 8 Session 15 ****
| | 1 Chapter 8 Training Objective.doc 
| | 3 Chapter 8 Terminology.doc 
| | 4 Chapter 8 Step x Step Process (part 8.1).docx 
| | 5 Chapter 8 Exercise Step x Step.doc 
| | 6 Chapter 8 Exercise Step x Step DS.docx 
| | 7 Chapter 8 Exercise 1.doc 
| | 8 Chapter 8 Exercise 1 DS.docx 
| | Presenter Notes Chap 8 1.2.8.doc 

**** Chapter 9 Session 12 ****
| | 1 Chapter 9 Training Objective.doc 
| | 3 Chapter 9 Terminology.doc 
| | 4a Chapter 9 Step x Step Part 9.2.docx 
| | 4 Chapter 9 Step x Step Process Part 9.1.docx 
| | 5 Chapter 9 Exercise Step by Step.doc 
| | 6 Chapter 9 Exercise Step x Step DS.docx 
| | 7 Chapter 9 Exercise 1.doc 
| | 8 Chapter 9 Exercise 1 DS.docx
---OCP Layout Docs

- 3 Day Program.doc
- GARP COURSE REQUIREMENT-STORES LIST.doc
- LITE-PRO & PRESENTERS NOTES.doc
- Suggested Daily program 2 day Cse.doc
- TIP (Nat) AMENDMENT REGISTER.doc
- TIP (Nat) CONTENT PAGE.doc
- TIP (Nat) COVER SHEET CHAP 2.doc
- TIP (Nat) COVER SHEET CHAP 5.doc
- TIP (Nat) OBJECTIVES & TEACHING POINTS.doc
- TIP (Nat) TRAINING FEEDBACK.doc
- TIP (National) OCP Amendment process -Chapter 6.doc
- TIP Attendance & Indemnity Notification Proforma.doc
- TIP( Nat) ABOUT THIS COURSE.doc
- TIP(Nat) COVER SHEET Course PACKAGE 2010.doc
- TIP[Nat]EVALUATION PROFORMA.doc

\---Powerpoint

- GARP 2012.ppt
- GARP 2012.pptx
- GARP 5 Grammer Corrected 19 Apr 13Autosaved].ppt

+---MRCA Basic Claims Officer NEW

- Eligibility Handout.doc
- TIP COVER SHEET Basic MIL COMP Course PACKAGE 20101.doc

+---Additional Documents

+---COURSE Exercises

- Claiment Profile CFN Kneelless.rtf
- Claiment Statement 1.doc
- Covering Letter Activities of Daily Living Report.doc
- Daily Living Report.doc
- konekt Referral fax.doc
- Loss Flow Chart.doc
- Medical Release Authority.doc
Military Rehabilitation and Compensation Scheme Receipt of C.doc
Military Rehabilitation and Compensation Scheme.doc
NEEDS ASSESSMENT DECISIONS.doc
Reasons For Decision 2.doc
Reasons for Decision.doc
Record of Interview.doc

++-- COURSE Handouts

Diagnosis.doc
ELIGIBILITY sheet MRCA 2006.doc
FREEDOM OF INFORMATION READY RECKONER.doc
Guide to determining impairment.doc
NEEDS ASSESSMENTS.doc
Permanent Impairment Handout.doc
REHABILITATION Handout.doc

++-- COURSE Package-By Chapters

PO COURSE REQUIREMENT-STORES LIST.doc
TCG(Victoria] EVALUATION PROFORMA.doc
TIP (Vic) AMENDMENT REGISTER BPO Course Package 2006.doc
TIP (Vic) CONTENT PAGE BPO Course Package 2006.doc
TIP (Vic) LITE-PRO & PRESENTERS NOTES BPO Course 2006.doc
TIP (Vic) OBJECTIVES & TEACHING POINTS BPO Course 2006.doc
TIP (Vic) TRAINING FEEDBACK BPO Course 2006.doc
TIP Attendance & Indemnity Notification Proforma.doc
TIP [Vic] MRCA 2004 Daily Program New Feb 10.doc
TIP( Vic) ABOUT THIS COURSE BPO Course 2006.doc
TIP(Vic) COVER SHEET BPO Course PACKAGE 2006.doc

++-- COURSE Power Point Presentations

MRCA 1 3day NEW 10 Feb 12.ppt

++-- COURSE Presenter Notes

Exercise Basic Member Instructor’s Notes.doc
GARP V M.doc
Outcomes of Liability.doc
The data contained in CLIK is only an interpretation of Departmental policy.

--- Old Notes

- INSTRUCTORS NOTES 11.doc
- Instructors Notes Case Management.doc
- Instructors Notes Compensation for Dependents.doc
- Instructors Notes Diagnosis 2.doc
- Instructors Notes Diagnosis.doc
- Instructors Notes Satchell 10.doc
- Instructors Notes Variations.doc

--- Needs & Rehab

--- Additional Documents

--- DVA Docs

- example IVD reservist claim determination.doc
- Needs Assessment Document disc protrusion reservist.doc

--- Fact Sheets

- MRC01%20Overview.pdf
|   |   |   |       MRC02%20Comp%20coverage%20for%20ADF%20under%20MRCA.pdf |
|   |   |   |       MRC03%20Types%20of%20MRCA%20service.pdf |
|   |   |   |       MRC04%20Compensation%20Payment%20Rates.pdf |
|   |   |   |       MRC05%20Rehabilitation.pdf |
|   |   |   |       MRC06%20Transition%20Management%20Service.pdf |
|   |   |   |       MRC07%20Permanent%20Impairment%20Compensation%20Payments.pdf |
|   |   |   |       MRC08%20Incapacity%20Payments.pdf |
|   |   |   |       MRC09%20Special%20Rate%20Dp%20Safety%20Net%20Payment.pdf |
|   |   |   |       MRC10%20MVCS.pdf |
|   |   |   |       MRC11%20Household%20Care%20Services.pdf |
|   |   |   |       MRC12%20Attendant%20Care.pdf |
|   |   |   |       MRC13%20Telephone%20Allowance.pdf |
|   |   |   |       MRC14%20Partners.pdf |
|   |   |   |       MRC15%20Eligible%20Young%20Persons.pdf |
|   |   |   |       MRC16%20Other%20Dependants.pdf |
|   |   |   |       MRC17%20Funeral%20Assistance.pdf |
|   |   |   |       MRC18%20Bereavement%20Payments.pdf |
|   |   |   |       MRC19%20Choices%20for%20Partners.pdf |
|   |   |   |       MRC20%20Permanent%20Impairment%20Payment%20Choices.pdf |
|   |   |   |       MRC21%20SRDP%20Payment%20Choices.pdf |
|   |   |   |       MRC22%020Treatment.pdf |
|   |   |   |       MRC23%20Pharmaceutical%20Allowance.pdf |
|   |   |   |       MRC25%20How%20to%20lodge%20a%20claim.pdf |
|   |   |   |       MRC26%20How%20claims%20are%20decided.pdf |
|   |   |   |       MRC27%20Recon%20and%20Review.pdf |
|   |   |   |       MRC28%20MRCC.pdf |
|   |   |   |       MRC29%20Actuary%20Tables.pdf |
|   |   |   |       MRC30%20Information%20for%20Reservists.pdf |
|   |   |   |       MRC31%20Information%20for%20Cadets.pdf |
|   |   |   |       MRC32%20MRCAETS.pdf |
|   |   |   |       Manuals & Acts |
|   |   |   |       MilitRehabCompCTP2004.pdf |
|   |   |   |       mrca 28 Mar 08.doc |
|   |   |   |       Part 1 |
|   |   |   |       Check list.doc |
Developed by Bull & Bear Special Assignments for DVA  
DOCUMENTS REVIEWED BATCH 2

REVIEW OF VETERANS' ADVOCACY TRAINING  Appendix 1

|   |   |           Cse Data.doc |
|   |   | Introduction.doc |
|   |   | TIP Attendance & Indemnity Notification Proforma.doc |
|   |   | Training Program Needs Mark 2.doc |
|   |   | TSR Cover page.doc |
|   |   | TSR Needs & Rehab.doc |
|   |   |   |   --- COURSE Exercises |
|   |   | Members Profile Part 1 Attendees Copy.doc |
|   |   | Members Profile Part 2 Attendees Copy.rtf |
|   |   | Members Profile Part 2 Presenters Copy.rtf |
|   |   | Members Profile Presenters Copy Part 1.doc |
|   |   | Needs.doc |
|   |   | Principles Guiding Rehabilitation under the MRCA.doc |
|   |   |   |   --- COURSE Handouts |
|   |   | Conduct of a Needs Assessment.doc |
|   |   | FACILITATORS CHECKLIST.doc |
|   |   | Handout CHECKLIST Needs.doc |
|   |   | Main features of the Military Rehabilitation and Compensation Scheme.doc |
|   |   | Medical Employment Classifications NEW.doc |
|   |   | Medical Employment Classifications.doc |
|   |   | Principles Guiding Rehabilitation Attendees Handout.doc |
|   |   | Table Discussions.doc |
|   |   | TCG [Victoria] COURSE PROPOSAL ANNEX B Needs Assessment.doc |
|   |   | TCG [Victoria] COURSE PROPOSAL Needs Assessment-Rehabilitation.doc |
|   |   |   |   --- COURSE Package by Chapters |
|   |   | NEEDS ASSESSMENT Cover Sheet.doc |
|   |   | TIP (Vic) AMENDMENT REGISTER.doc |
|   |   | TIP (Vic) CONTENT PAGE.doc |
|   |   | TIP (Vic) LITE-PRO & PRESENTERS NOTES.doc |
|   |   | TIP (Vic) OBJECTIVES & TEACHING POINTS.doc |
|   |   | TIP (Vic) TRAINING FEEDBACK Course 2006..doc |
|   |   | TIP( Vic) ABOUT THIS COURSE..doc |
|   |   |   |   --- COURSE Power Point Presentation |
NEEDS & REHAB TRG.ppt

--- COURSE Presenter Notes
Conducting Focus Group Discussions.doc
Presenter Notes Rehabilitation.doc
Presenter Notes Needs Assessment.doc
Presenters notes Group Discussions (Autosaved).doc
Presenters notes Group Discussions REHABILITATION.doc
Presenters notes Group Discussions.doc
Presenters notes Group Reports.doc
Presenters notes OPENING ADDRESS.doc
Presenters notes Relating the Task.doc

--- COURSE Program
Training Program Needs Mark 2.doc

--- Working Docs
Household Services Attendant Care.ppt
INCAPACITY 250504.ppt
Medical Treatment.ppt
module 3 Investigating Eligibility and Liability decision ma.ppt
Module 3 Investigating Eligibility.ppt
Reconsiderations and Reviews.ppt
Rehabilitation.ppt
Training module 3 Investigating Eligibility and Liability de.ppt
Training module4 - Liability decision making.ppt

--- MRCA E-Learning Face to Face Claims Officer Course Level 2

--- Additional Documents

--- COURSE Exercises

--- Ex Basic Member
AC563 Cover Sheet.TIF
Claim Statements.doc
Claiment Profile CFN Kneeless New.doc
Covering Letter Activities of Daily Living Report.doc
D2049 Injury Form CFN KNEELESS.pdf
D2051 Claim Form CFN Kneeless.pdf
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COURSE Handouts

- AC 563 Satchel 5.pdf
- ADF Medical Employment Classifications.docx
- Claims Process Satchel 5.doc
- Code of Ethics Satchel 1.doc
- D2049 Satchel 5.pdf
- D2051 Satchel 5.pdf
- D8601 Satchel 5.pdf
- Decision Process Satchel 15 NEW.pub
- Decision Process Satchel 15.pub
- dfrrdbbk Satchel 7.pdf
- Diagnosis Satchel 5.doc
- Eligibility Satchel 3.doc
- FOI Ready Reckoner Satchel 5.doc
- FOI_form Satchel 5.pdf
- GARP Satchel 14.doc
- milsuperbook Satchel 7.pdf
- Needs Assessments Satchel 8.doc
- PI Handout Satchel 14.doc
- POI Satchel 4.doc
- Rehab Satchel 16.doc
- Statements of Principle Questionaire DS Solution.doc
- Statements of Principle Questionaire Handout 1.doc
- Table Discussions Satchel 8.doc
- TMS Satchel 15.doc
- VITA Satchel 1.doc

COURSE Package—By Chapters

- COURSE REQUIREMENT-STORES LIST.doc
- Daily Program.doc
- LITE-PRO & PRESENTERS NOTES.doc
- TIP (Nat) AMENDMENT REGISTER.doc
- TIP (Nat) CONTENT PAGE.doc
- TIP (Nat) COVER SHEET CHAP 2.doc
- TIP (Nat) COVER SHEET CHAP 5.doc
- TIP (Nat) OBJECTIVES & TEACHING POINTS.doc
- TIP (Nat) TRAINING FEEDBACK.doc
Developed by Bull & Bear Special Assignments for DVA

DOCUMENTS REVIEWED BATCH 2

REVIEW OF VETERANS' ADVOCACY TRAINING

Appendix 1

| | TIP Attendance & Indemnity Notification Proforma.doc |
| | TIP National amendment Chapter 6 11 Mar.doc |
| | TIP(Nat) ABOUT THIS COURSE.doc |
| | TIP(Nat) COVER SHEET Course PACKAGE 2010.doc |
| | TIP(Nat) EVALUATION PROFORMA Feb12.doc |

--- COURSE Power Point Presentations |

| | MRCA Face to Face 15 Mar 10.ppt |

--- COURSE Presenter Notes |

| | Presenter Notes Case management Satchel 15.doc |
| | Presenter Notes Complie a claim form Satchel 5.doc |
| | Presenter Notes DFRDBMSBS Satchel 7.doc |
| | Presenter Notes Ex Basic Member Satchel 9 - 13.doc |
| | Presenter Notes Intro GARP M Satchel 14.doc |
| | Presenter Notes Intro to MRCA1 Satchel 3.doc |
| | Presenter Notes Intro to SOPs Satchel 6.doc |
| | Presenter Notes Needs assessment Satchel 8.doc |
| | Presenter Notes Opening Satchel 1.doc |
| | Presenter Notes Other Benefits Satchel 17.doc |
| | Presenter Notes Outcomes of Liability Satchel 16.doc |
| | Presenter Notes POI Satchel 4.doc |
| | Presenter Notes Recon & Review Satchel 18.doc |
| | Presenter Notes Section 11 Case Management.doc |
| | Presenter Notes Tick and Flick Satchel 2.doc |

--- SRCA-Basic Claims Officer Course Level 1 |

--- Additional Documents |

| | New military compensation scheme.docx |

--- Fact Sheets |

| | DP07 Military Service.pdf |
| | DP15 Defence Service.pdf |
| | DVA03 Overview of DVA Benefits and Services.pdf |
| | HSV100 Recovery of treatments costs where compensation claimed or received.pdf |
| | HSV108 Veterans Vocational Rehabilitation Scheme.pdf |
| | IS101 Compensation.pdf |
| IS102 Compensation and your Social Security Age Pension.pdf |
| IS151 Understanding Overpayment Recovery.pdf |
| IS56 Qualifying Service Overview.pdf |
| LEG01 Agents, Trustees, PoAs.pdf |
| MCS01 Overview of MCS.pdf |
| MCS02 Comparison of SRCA and VEA.pdf |
| MCS03 Workers Compensation Coverage.pdf |
| MCS04 Reserves.pdf |
| MCS05 Medical Discharge.pdf |
| MCS06 Benefits under SRCA and Defence Act.pdf |
| MCS07 Permanent Impairment.pdf |
| MCS08 Incapacity for Work.pdf |
| MCS09 Medical Treatment.pdf |
| MCS10 Household Help.pdf |
| MCS11 Attendant Care.pdf |
| MCS12 Vocational Rehabilitation.pdf |
| MCS13 How to claim benefits under the SRCA.pdf |
| MCS14 Decision Review.pdf |
| MRC02 Comp coverage for ADF under MRCA.pdf |
| MRC06 Transition Management Service.pdf |
| Rehab.doc |

---Forms

| D2020.pdf |
| D2049.pdf |
| D2582.pdf |
| D2582a.pdf |
| D2669.pdf |
| D2670.pdf |
| D8601.pdf |

---Manuals&Acts

| GARP MODIFIED.doc |
| garp5.pdf |
| SafetyRehabComp1988_WD02_Version2HYP.pdf |
| VEA Vol 2.rtf |
| VEA Vol 3.rtf |
COURSE Exercises
- EX AMANDA Part 1.doc
- EX AMANDA Part 2.doc
- EX COWLI SHAW Part 1.doc
- EX COWLI SHAW Part 2.doc
- EX Langston Part 1.doc
- EX LANSTON Part 2.doc
- KUCHAPPAN Part 1.doc
- kuchappan Part 2.doc

COURSE Handouts
- Eligibility Handout.doc
- The SRCA Claims Process.doc

COURSE Package-By Chapters
- LOADLIST SRCA.doc
- TCG[Victoria] EVALUATION PROFORMA.doc
- TIP (Vic) AMENDMENT REGISTER.doc
- TIP (Vic) CONTENT PAGE.doc
- TIP (Vic) COVER SHEET CHAP 2.doc
- TIP (Vic) LITE-PRO & PRESENTERS NOTES BPO Course 2006.doc
- TIP (Vic) OBJECTIVES & TEACHING POINTS BPO Course 2006..doc
- TIP (Vic) TRAINING FEEDBACK BPO Course 2006..doc
- TIP Attendance & Indemnity Notification Proforma.doc
- TIP(Vic) ABOUT THIS COURSE BPO Course 2006..doc
- TIP(Vic) COVER SHEET Course PACKAGE 2009..doc

COURSE Power Point Presentations
- SCRA COURSEas at 24 Feb 09.ppt

COURSE Presenter Notes
- MC&RS COURSE PACKAGE1.doc
+---Statement of Principle User Course (VEA Level 1)
|   | TCG [Vic] CO Course AGR Ex WORK INCAPACITY Cover Sheet.doc
|   |
| +---Additional Documents
|   | baume Report.pdf
|   | Daily program.doc
|   | rove_ch30_31.pdf
|   | Statement of Principles Asbestosis Probs.doc
|   | Statement of Principles Asbestosis.doc
|   |
| +---COURSE Exercises
|   | Tick & Flick 1 DS Solution.docx
|   | Tick & Flick 1.docx
|   | Tick & Flick 2 DS Solution.docx
|   | Tick & Flick 2.docx
|   |
| +---SOP Course Exercise 'MR. FIBRE'
|   | DS Worksheet for Ex Mr Fibre.doc
|   | Presenter Notes Mr Fibre.doc
|   | SOP COURSE Ex FIBRE Medical evidence.doc
|   | SOP COURSE Ex FIBRE Veterans profile.doc
|   | SOP COURSE SOP Worksheet as at 24 May 2007.doc
|   |
| +---SOP Course Exercise 'MR. MACIT'
|   | Ex Mr Macit DS SOULUTION.doc
|   | Mr Macit Medical Report.doc
|   | Presenter Notes Mr Macit.doc
|   | SOP Course Ex MR. MACIT' Veterans Profile.doc
|   | SOP COURSE SOP Worksheet as at 24 May 2007.doc
|   | SOP MR MACIT CONTENTION.doc
|   | Training Objectives Exercise Mr. Macit.doc
|   |
| +---SOP Course Exercise Big Boppa
|   | Annex B Veterans Statement.doc
|   | Annex C Doctors Report.doc
|   | DS Solution Worksheet Big Boppa.doc
|   | Presenter Notes Big Boppa.doc
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<td>HANDOUT [CLAIM AIDE MEMOIR Pension Officer Process].doc</td>
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Developed by Bull & Bear Special Assignments for DVA

DOCUMENTS REVIEWED BATCH 2

REVIEW OF VETERANS' ADVOCACY TRAINING
Appendix 1

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COURSE Power Point Presentations

STATEMENT OF PRINCIPLES.ppt

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COURSE Presenter Notes

Presenter Note Tick & Flick.doc
Presenter Notes How SOPs are used.doc
Presenter Notes Introduction to SOPs.doc
Presenter Notes Opening Address.doc

---- VEA Pension Refresher

---- Additional Documents

---- COURSE Exercises

Copy of Accept Reject.doc
TIP(VIC) PENSION UPDATE CSE VETERANS PROFILE.doc

---- Grey Matta 1

ENGAGE GRAY MATTA MARK 1 Section 1 Page 1 & 2.doc
ENGAGE GREY MATTA Cover Sheet Course package.doc
ENGAGE GREY MATTA MK 1 Cover Sheet Page 1.doc
ENGAGE GREY MATTA MK 1 Smoking history Page 19.doc
ENGAGE GREY MATTA MK 1 Task Sheet Page 2.doc
ENGAGE GREY MATTA MK 1 Veterans Profile Page 3.doc

---- Grey Matta 2

ENGAGE GRAY MATTA MARK 2 Section 3 Page 3.doc
ENGAGE GRAY MATTER MARK 2 SECT 3 PAGE 1.doc
ENGAGE GRAY MATTER MARK 2 Sect 3 Page 2.doc
ENGAGE GREY MATTA MK 2 Exercise cover sheet.doc
ENGAGE GREY MATTA MK 2 Task Sheet Page 2.doc
Intermediate

EX INTERMEDIATE Blank RAAF Sick Parade Card.doc
EX INTERMEDIATE Cover Sheet Open Book Exercise.doc
EX INTERMEDIATE Dental Treatment Card Page 1.doc
EX INTERMEDIATE Dental Treatment Card Page 2.doc
EX INTERMEDIATE Exercise Cover Sheet.doc
EX INTERMEDIATE Extract of service.doc
EX INTERMEDIATE Field medical Card Page 2.doc
EX INTERMEDIATE Field medical Card Page 3.doc
EX INTERMEDIATE Field medical Card.doc
EX INTERMEDIATE Hospital Record case sheet Page1.doc
EX INTERMEDIATE Injury report Page 1.doc
EX INTERMEDIATE Injury report page 2.doc
EX INTERMEDIATE Laboratory report request.doc
EX INTERMEDIATE Laboratory report.doc
EX INTERMEDIATE Med Exam prior to discharge Page 2.doc
EX INTERMEDIATE Med Exam prior to discharge.doc
EX INTERMEDIATE Medical Entry Form Page 2.doc
EX INTERMEDIATE Orthopaedic report.doc
EX INTERMEDIATE Presenters notes.doc
EX INTERMEDIATE Repat Pers Particulars Form.doc
EX INTERMEDIATE s31 contention.doc
EX INTERMEDIATE S31 Determination.doc
EX INTERMEDIATE Service Documents Cover Sheet Page 1.doc
EX INTERMEDIATE Specialist Investigation Report.doc
EX INTERMEDIATE Task sheet.doc
EX INTERMEDIATE Temperature Chart.doc
EX INTERMEDIATE Veterans Profile.doc
EX INTERMEDIATE Veterans Trauma statement Lumbar Spondylosis.doc

Just Right 1

Accept Reject.doc
Alcohol Narrative.doc
Just Right 2

Confirmation Points.doc
contents for Ex.doc
Ex Narrative coversheet.doc
Exercise Just Write 2 Lumbar Trauma.doc
Exercise Just Write 2 Occupational Physician Report.doc
Exercise Just Write 2 Smoking Narrative.doc
Exercise Just Write 2 Smoking Questionnaire.doc
Exercise Just Write Informal Claim
Exercise Narrative.doc
Just Right2 Certified..doc
Just Right2 POI Birth Certificate.doc
Pension Udate Vets profile.doc
Developed by Bull & Bear Special Assignments for DVA

REVIEW OF VETERANS’ ADVOCACY TRAINING

Appendix 1

COURSE Handouts

- TIP PENSION REFRESHER ABOUT THIS COURSE SHEET.doc

COURSE Package-By Chapters

- LITE-PRO & PRESENTERS NOTES.doc
- TIP (Nat) AMENDMENT REGISTER.doc
- TIP (Nat) CONTENT PAGE.doc
- TIP (Nat) COVER SHEET CHAP 2.doc
- TIP (Nat) COVER SHEET CHAP 5.doc
- TIP (Nat) OBJECTIVES & TEACHING POINTS.doc
- TIP (Nat) TRAINING FEEDBACK.doc
- TIP Attendance & Indemnity Notification Proforma.doc
- TIP National amendment Chapter 6 11 Mar.doc
- TIP (Nat) ABOUT THIS COURSE.doc
- TIP(Nat) COVER SHEET Course PACKAGE 2010.doc
- TIP[Nat]EVALUATION PROFORMA.doc

COURSE Power Point Presentations

- PENSION Refresher COURSE.ppt

COURSE Presenter Notes

- Presenter Notes Opening Address.doc
- Presenter Notes Template.doc

VPAD 5 User Course

- Training Program VPAD.doc

Additional Documents

- COURSE Exercises
---New

++++ Norgon

- Ex 2 Veterans Profile norgon.doc
- Ex No 2 Claimant Report - Norgan.doc
- Ex No2 - Determination - Norgon.doc
- Worksheet Mark 3-Norgon.doc

++++ Others

- Ex No 3 - Claimant Report - Fowler.doc
- Ex No 3 - Veteran Profile - Fowler.doc
- Ex No 4 - Claimant Report - Simple New.doc
- Ex No 4 - Veteran Profile - Simple New.doc

---Weary Digger

- Ex No 1 Veterans Profile Weary digger.doc
- Ex No1 - Determination - Weary Digger.doc
- Weary digger AFI.doc
- Worksheet Mark 3-Weary.doc

---COURSE Handouts

backup in Vista.docx
- How to backup my VPAD Database Vista.docx
- NewTIP VPAD worksheet Mark 3.doc
- VPAD Version 5 - Find and Backup a Virtualised VPAD database.docx
- VPAD Version 5 - Installation Instructions Full Install.doc
- VPAD Version 5 - Installation Instructions Upgrade Install.doc
- VPAD Version 5 Installation Manual.doc

---COURSE Package-By Chapters

- LITE-PRO & PRESENTERS NOTES.doc
- LOADLIST ETTVPAD.doc
- Presenters Notes Set up detail.doc
- TIP (Nat) AMENDMENT REGISTER.doc
- TIP (Nat) CONTENT PAGE.doc
- TIP (Nat) COVER SHEET CHAP 2.doc
- TIP (Nat) COVER SHEET CHAP 5.doc
- TIP (Nat) OBJECTIVES & TEACHING POINTS.doc
| | | TIP (Nat) TRAINING FEEDBACK.doc
| | | TIP Attendance & Indemnity Notification Proforma.doc
| | | TIP National amendment Chapter 6 11 Mar.doc
| | | TIP( Nat) ABOUT THIS COURSE.doc
| | | TIP(Nat) COVER SHEET Course PACKAGE 2010.doc
| | | TIP[Nat]EVALUATION PROFORMA.doc
| | | TMP Part 1.doc
| | | VPAD POLICY DOC 17 Aug 2007.doc

| | +---COURSE Power Point Presentations
| | | VPAD 2010.ppt

| \---COURSE Presenter Notes
| | | Attach 1 to 1.1.1.doc
| | | Attach 1 to 1.1.2.doc
| | | Attach 1 to 1.1.4.doc
| | | Attach 1 to 1.1.5.doc
| | | Attach1 to 1.1.3.doc
| | | Presenter Notes Diary etc 1.1.3.doc
| | | Presenter Notes Exercise Norgon.doc
| | | Presenter Notes Inputing Details 1.1.2.doc
| | | Presenter Notes Intro to VPAD 1.1.1.doc
| | | Presenter Notes Opening Address.doc
| | | Presenter Notes Reports 1.1.4.doc
| | | Presenter Notes Template.doc
| | | Presenter Notes User Maint 1.1.5.doc

| +---VPAD User Course (VEA Level 1)
| | +---Additional Documents
| | | - Blank VPAD Claimant Report.doc
| | | backing_up_VPAD_Database.pdf
| | | Claimant Report.doc
| | | VPAD_Install_Manual_v4.pdf

| | +---COURSE Exercises
| | | Ex 1 Veterans Profile.doc
Ex No 1 Claimant Report - Norgan.doc
Ex No 2 - Determination - Dunlop.doc
Ex No 2 Veteran Profile - Digger.doc
Ex No 2 Claimant Report - Weary Digger.doc
Ex No 3 - Claimant Report - Fowler.doc
Ex No 3 Veteran Profile - Fowler.doc
Ex No 4 - Claimant Report - Simple.doc
Ex No 4 Veteran Profile - Simple.doc
Exercise No 2 Handout Weary digger.doc
HO No 1 - Blank VPAD Claimant Report.doc
VPAD Claimant Form Norgan.doc

New
Ex 2 Veterans Profile norgon.doc
Ex No 1 Veterans Profile Weary digger.doc
Ex No1 - Determination - Weary Digger.doc
EXNORGON.DOC
NewTIP VPAD worksheet Mark 2-Norgon.doc
NewTIP VPAD worksheet Mark 2-Weary Digger.doc
NewTIP VPAD worksheet Mark 2.doc
Weary digger AFI.doc

COURSE Handouts
VPAD1.doc
VPAD2.doc
VPAD3.doc
VPAD4.doc
VPAD5.doc
VPAD6.doc
VPAD7.doc

COURSE Package-By Chapters
Introduction1 .doc
VPAD POLICY DOC 17 Aug 2007.doc

COURSE Power Point Presentations
VPADUserOHPs.ppt
### COURSE Presenter Notes
- How to backup my VPAD Database Vista.docx
- How to backup my VPAD Database.docx
- Introduction to VPAD Notes.docx
- Introduction.doc
- Opening Address.doc

### War Widows Information Seminar (VEA Level 1)

#### Additional Documents

#### COURSE Exercises
- ALCOHOL QUESTIONNAIRE.doc
- Decision Letter.doc
- ELIGIBILITY EXERCISE No 2.doc
- Eligibility Exercise.doc
- Handout Veteran Widow Profile.doc
- TIP [Vic] Ex ‘Standard of Proof’ Tick & Flick questionnaire.doc

#### COURSE Handouts
- Handout Definitions Section 1.doc
- Handout Veteran Widow Profile.doc
- Objectives.doc
- Statements of Principle Questionaire Handout 1.doc
- Web Sites.doc

#### COURSE Package - By Chapters
- TIP (Vic) AMENDMENT REGISTER WWI Course Package 2008.doc
- TIP (Vic) CONTENT PAGE WWI Course Package 2008..doc
- TIP (Vic) LITE-PRO & PRESENTERS NOTES WWI Course 2008.doc
- TIP (Vic) OBJECTIVES & TEACHING POINTS WWI Course 2006..doc
- TIP (Vic) TRAINING FEEDBACK WWI Course 2008..doc
- TIP(Vic) ABOUT THIS COURSE WWI Course 2008..doc
- TIP(Vic) COVER SHEET WWI Course PACKAGE 2008..doc
- WWI COURSE REQUIREMENT-STORES LIST.doc

#### COURSE Power Point Presentations
---COURSE Presenter Notes

- Presenter Notes Administrative Criteria War Widows Course.doc
- Presenter Notes SOPs War Widows Course.doc
- Presenter notes Standard of Proof War Widows Course Revision.doc
- Presenters Notes Eligibility. War Widows Course.doc
- Presenters Notes Exercise Get it Right.doc
- Presenters Notes Exercise War Widow.doc
- War Widow Compensation Course Presenter Notes Scope of Compe.doc
- War Widow Compensation Course Presenter Notes Scope of Compensation TRN OBJ.doc
- War Widow Course Revision 2006 Scope Presenter Notes.doc
- War Widows Compensation Course Opening Address Presenter Notes.doc
- War Widows Compensation Course Revision Opening Address TRG .doc
- War Widows Compensation Course Revision Opening Address TRG OBJ.doc

---COURSE Training Objectives

- Objectives.doc
- Training OBJ Administrative Criteria War Widows Course.doc
- Training OBJ SOPs War Widows Course.doc
- Training Obj Standard of Proof War Widows Course Revision 20.doc
- Training Obj Standard of Proof War Widows Course Revision 2006.doc
- War Widows Compensation Course Eligibility TRG OBJ.doc

---WarDefence Widows Information Course (VEA Level 1)

---Additional Documents

- Course outcomes.doc
- Historical Background of the Australian War Widows Pension.doc
- SRCA Exercise.doc
- The introduction of compensation.doc
- TIP Training Scenario.doc
- UNDER THE MRCA.doc

---Amendments

---War-Defence Widows course Liability & Admin aspects

- HANDOUT W-D Widow course Dependents.doc
War-Defence Widows course OPENING ADDRESS

POWER POINT W-D Widow course Opening Address.ppt
PRESENTER NOTES Opening address.doc
TIP HANDBOUT -ALL COURSES - Practitioner protection.doc
TIP HANDBOUT ALL COURSES TIP structure.doc
TIP STRUCTURE HANDBOUT.doc

COURSE Exercises

Admin 3 Tick & Flick questionnaire DS Solution.doc
Admin 3 Tick & Flick questionnaire Trainee Copy.doc
Admin 4Tick & Flick questionnaire DS Solution.doc
Admin 4Tick & Flick questionnaire Trainee Copy.doc
Case One to three.doc
Case One.doc
Case Three.doc
Case Two.doc
Death Certs.doc
Decision Letter.doc
Eligibility Quiz DS Solution.doc
Eligibility Quiz.doc
Handout Veteran Widow Profile.doc
Statements of Principle Questionaire Handout 1.doc

EX Jones
Death Certificate.doc
MRCA Exercise Trainees Copy.doc

EX SRCA
Presenters copy.doc
TIP SRCA Training Scenario.doc
Trainee Copy.doc
Mrs Smith

ALTERNATE EXERCISE.docx
Death Certificate.doc

**COURSE Handouts**

- 2011 What to do when death comes visiting - with SRCA and MRCA incorporated.doc
- A HISTORY OF MILITARY COMPENSATION.doc
- Aggravation Matrix.doc
- ALCOHOL QUESTIONNAIRE.doc
- All Cards.doc
- Basic Docs.doc
- Birth Certificate Example.doc
- Claims Worksheet VEA.doc
- CLIK Home Page Apr 12.doc
- CLIK Home Page.doc
- Code of Ethics.doc
- COMPENSATION ELIGIBILITY EXAMPLE.doc
- Contentions.doc
- D2053.pdf
- D2663.pdf
- D8601 FOI.pdf
- D9182.pdf
- Death Certificate Example.doc
- Death Certificate.doc
- DVA Claims Process.doc
- DVA Fact Sheet.dot
- DVA Web Page.doc
- Eligibility Table 3 Acts.doc
- Example Marriage Certificate.doc
- Example where the death occurred prior to 15 January 2010.doc
- FOL_form.pdf
- Handout Definitions.doc
- HANDOUT W-D Widow course Dependents.doc
- HANDOUT W-D Widow course Liability & Entitlement.docx
- HANDOUT W-D Widow course Types of Pension & Compensation.doc
- Information typically contained on a Birth.doc
+++-- C O U R S E  Power P o w e r  P o i n t  P r e s e n t a t i o n s
| War Defence Widows compensation course Amended 14 Dec.ppt

+++-- C O U R S E  P r e s e n t e r  N o t e s
| Presenter Notes Administration 1.1.2.doc
| Presenter Notes Claim Forms 1.1.8.doc
| Presenter Notes Comparison of benefits 1.1.7.doc
| Presenter Notes Eligibility 1.1.3.doc
| Presenter Notes Eligibility Quiz.doc
| Presenter Notes Ex 2 2.1.3 Mrs Jones.doc
| Presenter Notes Ex 2 2.1.3A Mrs Smith.doc
| Presenter Notes Intro to compensation 1.1.1.doc
| PRESENTER NOTES Liability  Admin aspects, Standard of Proof.doc
| Presenter Notes Opening Address Admin 2 new.doc
| Presenter Notes Reviews and appeals 1.1.101.doc
| Presenter Notes SOP Quiz.doc
| Presenter Notes SOPS 1.1.5.doc
| Presenter Notes Standard of Proof 1.1.3.doc
| Presenter Notes Template.doc
| Presenter Notes Tick and Flick new.doc
| Presenter Notes TIP DVA Claims Process 1.1.9.doc
| Presenter Notes Tools of trade 1.1.6.doc

+++-- C O U R S E  T r a i n i n g  O b j e c t i v e s
| Objectives.doc
| Training Objective ADMINISTRATIVE CRITERIA.doc
| Training Objective Eligibility 1.1.3.doc
| Training Objective Intro to SOPs 1.1.5.doc
| Training Objective Introduction 1.1.1.doc
| Training Objective POI 1.1.2.doc
| Training Objective Template.doc

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### Part 2
- Check list.doc
- Cover Page Admin.doc

#### Welfare Face to Face Course
- COURSE LOGIC DIAGRAMs welfare.docx
- Welfare E-learning Screens.docx
- Welfare Face to Face Course Objectives.docx

#### Additional Documents
- taking-control.wmv

#### VIDEO_TS
- VIDEO_TS.BUP
- VIDEO_TS.IFO
- VIDEO_TS.VOB
- VTS_01_0.BUP
- VTS_01_0.IFO
- VTS_01_1.VOB

#### Archives
- AWO Course DS Answer guides.docx
- EXERCISE Four Resident Advanced Welfare Course.doc
- Exercise Gold Watch DS.doc
- Exercise Gold Watch.doc
- EXERCISE Home Choice Advanced Welfare Course.doc
COURSE Exercises
- EXERCISE Home Stay.doc
- EXERCISE Health & Wealth.doc
- Exercise Mick Shave.doc
- Exercise New Start.doc
- TICK & Flick DS.doc
- TICK & Flick mark 1.doc
- TICK & Flick mark 2 DS.doc
- TICK & Flick mark 2.doc

DS Solutions
- Solutions.docx

COURSE Handouts
- BEREAVEMENT Handout.ppt
- D0800.pdf
- DVA FUNDED HEALTH SERVICES.ppt
- DVA RESIDENTIAL RESpite.ppt
- Manage Work Handout.ppt
- Mental health and Wellbeing Handout.ppt
- Residential Aged Care handout.ppt
- Staying at Home Handout.ppt
- Table Discussions.doc
- TIP HANDOUT - ALL COURSES - Practitioner protection.doc
- TIP HANDOUT ALL COURSES TIP structure.doc
- VVCS Handout.ppt

COURSE Package-By Chapters
Developed by Bull & Bear Special Assignments for DVA   DOCUMENTS REVIEWED BATCH 2

| | COURSE REQUIREMENT-STORES LIST.doc |
| | LITE-PRO & PRESENTERS NOTES Chap 4.doc |
| | TIP (Nat) AMENDMENT REGISTER.doc |
| | TIP (Nat) CONTENT PAGE.doc |
| | TIP (Nat) COVER SHEET CHAP 2.doc |
| | TIP (Nat) COVER SHEET CHAP 5.doc |
| | TIP (Nat) OBJECTIVES & TEACHING POINTS Chap 3.doc |
| | TIP (Nat) TRAINING FEEDBACK.doc |
| | TIP Attendance & Indemnity Notification Proforma.doc |
| | TIP National amendment Chapter 6 11 Mar.doc |
| | TIP( Nat) ABOUT THIS COURSE.doc |
| | TIP(Nat) COVER SHEET Course PACKAGE 2011.doc |
| | TIP[Nat]EVALUATION PROFORMA.doc |
| | Welfare Face to Face Daily Program.doc |

+++---COURSE Power Point Presentations
| | WELFARE FACE TO FACE COURSE NEW 2011 - Option 1.ppt |

+++---COURSE Presenter Notes
| | Participate in Exercise 1.6.1.6.4.doc |
| | Presenter Notes & exercises Problem Solving.doc |
| | Presenter Notes Breavement.doc |
| | Presenter Notes Carer & Carers May 2011.doc |
| | Presenter Notes DVA Health Services.doc |
| | Presenter Notes Exercise Gold watch.doc |
| | Presenter Notes Exercises.doc |
| | Presenter Notes Health & Welfare Support.doc |
| | Presenter Notes Interview Techniques 1.1.2.doc |
| | Presenter Notes Mental Health 1.2.3.doc |
| | Presenter Notes Opening Address.doc |
| | Presenter Notes powers of Attorney.doc |
| | Presenter Notes Residential Aged Care.doc |
| | Presenter Notes Template.doc |
| | Presenter Notes Tick and Flick new.doc |
| | Presenter Notes Understanding Aged care Options.doc |
| | Presenter Notes VVCS 1.2.1.doc |
| | Presenter Notes War Graves.doc |
- Presenter Notes Work 1.3.1.doc

---Databank

- welfare - communication.docx
- welfare - fraud.docx
- Welfare - Interviewing Skills.docx
- Welfare - Introduction to DVA.docx
- Welfare - Networking.docx
- Welfare - Relationships.docx
- Welfare - Roles and responsibilities of welfare officers.docx
- welfare - tools of the trade.docx

---Part 1 AWO

- Check list.doc
- Cse Data.doc
- evaluation.doc
- Introduction .doc
- RCC Policy1.doc
- TSR Cover page.doc
- TSR Welfare.doc

---Training Objectives

- Training Objective Age Care Options 1.4.1.doc
- Training Objective Breavement 1.5.2.doc
- Training Objective Health & Welfare Support 1.3.2.doc
- Training Objective Mental Health 1.2.3.doc
- Training Objective Participate in Exercise 1.6.1 to 1.6.4.doc
- Training Objective Residential Aged Care 1.4.2.doc
- Training ObjectiveCare & Carers 1.3.1.doc
- Training ObjectivePowers of Attorney 1.5.1.doc
- Training ObjectiveVWCS 1.2.1.doc
- Training ObjectiveWork Environment 1.1.3.doc

---Welfare Officers Refresher

- WO Refresher.pptx

---Additional Documents
---COURSE Exercises
| Case study Alcohol.doc
| Case study DS Alcohol.doc

---COURSE Handouts
| Helpful resources Handout.doc

---COURSE Package by Chapters
| TIP (Vic) AMENDMENT REGISTER.doc
| TIP (Vic) CONTENT PAGE.doc
| TIP (Vic) LITE-PRO & PRESENTERS NOTES.doc
| TIP (Vic) OBJECTIVES & TEACHING POINTS.doc
| TIP (Vic) TRAINING FEEDBACK.doc
| TIP Attendance & Indemnity Notification Proforma.doc
| TIP(Vic) ABOUT THIS COURSE.doc
| TIP(Vic) COVER SHEET.doc
| WO Refresher Program.doc

---COURSE Presenters notes
IntroductiontoInternet18 Apr.doc
Presenter Notes DVA Aged Care.doc
Presenter Notes Elder Abuse.doc
Presenter Notes ELIGIBILITY.doc
Presenter Notes Networking.doc
Presenter Notes NPCS.doc
Presenter Notes Opening Address.doc
Presenter Notes Other Benefits.doc
Presenter Notes Pills.doc
Presenter Notes Planning Ahead.doc
Presenter Notes Profile.doc
Presenter NotesTemplate.doc
Corrupt files:

MRCA F2F Consolidation Jan 2014

♦ Course Exercises

♦ Ex Basic Member
  • AC563 Cover Sheet
  • Claim Statements
  • Claiment Profile CFN Kneeless New
  • Covering Letter Activities of Daily Living Report
  • D2049 Injury Form CFN KNEELESS
  • D2051 Claim Form CFN Kneeless
  • D8601 FOI CFN Kneeless1
  • Daily Living Report
  • Konect Logo
  • konekt Referral fax
  • Loss Flow Chart
  • Med Evidence 1
  • Med Evidence 2
  • Med Evidence 3
  • Med Evidence 4
  • Med Evidence 5
  • Med Evidence 6
  • Med Evidence 7
  • Medical Release Authority New
  • MRCA Receipt of Claim new
  • MRCS CDF Letter
  • NEEDS ASSESSMENT DECISIONS New
  • Needs Phone Call
  • Reasons For Decision New
  • Reasons for Decision new
  • Record of Interview New

♦ Ex Needs
  • Conducting Focus Group Discussions
  • Facilitators Checklist
  • Members Profile Part 1 Attendees Copy
  • Members Profile Part 2 Attendees Copy
  • Members Profile Part 2 Presenters Copy
  • Members Profile Presenters Copy Part 1
- Presenter Needs
- Presenter Notes Need Part 2
- Presenter Notes Needs Part 1
- Principles Guiding Rehabilitation under the MRCA

- Ex Tick & Flick
  - TICK & Flick DS
  - TICK & Flick trainees

- Course handouts
  - ACS435~1
  - ADFMED~0
  - D2049S~1
  - D2051S~1
  - DECISI~2
  - Diagnosis satchel 5
  - FOI_for} SatchEl 5
  - FOIREA~1
  - GARPSA~1
  - TECISI~1

Mil Compensation L1 Cse\Additional Documents\Working Docs

- Module 3 Investigating Eligibility
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Delivery approach and methods

WHS issues to be addressed in delivery

Resources required by learners

Resources required by trainer / facilitator

Summary of program costs
(if appropriate, attach separate detailed cost estimate)

People to consult with and why

Other information

Reviewed and approved for use

| Name: | Signature: | Date: |
# Learning Program Session Outlines

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**Key learning objectives / outcomes:**

**Session topics:**

**Learning materials / activities**

**Resources:**

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**Session topics:**

**Learning materials / activities**
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| Learning materials / activities |
| Resources: |

| Session # |
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| Session title: | Duration: |
| Delivery mode: | Venue: |
| Key learning objectives / outcomes: | |
| Session topics: | |
| Learning materials / activities | |
| Resources: | |
## Matrix of Key Content across Programs

<p>| Key Content                        | Above general(VEA Level 1) | Advanced Pension Officer (VEA Level 2) | Advanced Welfare Course (VEA Level 2) | Basic Advocate (VEA Level 3) | Basic Pension Officer Course (VEA Level 1) | Basic Welfare (VEA Level 1) | Electronic Tools Course (VEA level 1) | GARP National Jan 2012 | MRCA Basic Claims Officer NEW Course Level 1 | MRCA E-Learning Face to Face Claims Officer Course Level 2 | Statement of Principle User Course (VEA Level 1) | Statement of Principle (VEA Level 1) | YEPA Pension Refresher | VPAD 5 day User Course (VEA Level 1) | VPAD User Course (VEA Level 1) | War Widows Information Seminar | War Widows Information Course (VEA Level 1) | Welfare Face to Face | Welfare Officers Refresher |
|-----------------------------------|-----------------------------|----------------------------------------|--------------------------------------|-------------------------------|---------------------------------------------|----------------------------|----------------------------------------|--------------------------|-----------------------------------------------|-----------------------------------------------|-------------------------------------------|-------------------------------- ------|--------------------------|----------------------------------|------------------------------|--------------------------------------|-------------------------------|-----------------------|------------------------|
| Negligible Impairment            | ✓                           |                                        |                                      |                               |                                             |                            |                                        |                          |                                                              |                                                              |                                          |                         |                         |                                |                               |                                      |                                |
| Intermittent Impairment          |                             |                                        |                                      |                               |                                             |                            |                                        |                          |                                                              |                                                              |                                          |                         |                         |                                |                               |                                      |                                |
| Partially Contributing Impairment|                             |                                        |                                      |                               |                                             |                            |                                        |                          |                                                              |                                                              |                                          |                         |                         |                                |                               |                                      |                                |
| Apportionment                    |                             |                                        |                                      |                               |                                             |                            |                                        |                          |                                                              |                                                              |                                          |                         |                         |                                |                               |                                      |                                |
| Paired Organs Policy             |                             |                                        |                                      |                               |                                             |                            |                                        |                          |                                                              |                                                              |                                          |                         |                         |                                |                               |                                      |                                |
| Activities of Daily Living       |                             |                                        |                                      |                               |                                             |                            |                                        |                          |                                                              |                                                              |                                          |                         |                         |                                |                               |                                      |                                |</p>
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**Matrix of Key Content Across Programs**

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**Developed by Bull & Bear Special Assignments for DVA**
**Review of Veterans' Advocacy Training**

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<td>VEA Revision</td>
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<td>Key Content</td>
<td>Above general rate (VEA Level 1)</td>
<td>Advanced Pension Officer (VEA Level 2)</td>
<td>Advanced Welfare Course (VEA Level 2)</td>
<td>Basic Advocate (VEA Level 3)</td>
<td>Basic Pension Officer Course (VEA Level 1)</td>
<td>Basic Welfare (VEA Level 1)</td>
<td>Electronic Tools Course (VEA level 1)</td>
<td>GARP National Jan 2012</td>
<td>MRCA Basic Claims Officer NEW</td>
<td>MRCA E-Learning Face to Face Claims Officer Course Level 1</td>
<td>Statement of Principle User Course (VEA Level 1)</td>
<td>VEA Pension Refresher</td>
<td>VPAD 5 day User Course (VEA Level 1)</td>
<td>War Widows Information Seminar</td>
<td>War Defence Widows Information Course (VEA Level 1)</td>
<td>Welfare Face to Face</td>
<td>Welfare Officers Refresher</td>
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<td>Working in the Team Environment</td>
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<td>Substance Abuse</td>
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</tbody>
</table>
Training & Information Program [National]  
Course Evaluation Sheet

To assist us in quality improvement we value your honest feedback.

INTRODUCTION

The following is designed to provide “feedback” to the Training Development Staff for the course you have just completed.

Course Title

MRCA E-LEARNING CONSOLIDATION [Face to Face] TRAINING

Date[s] of course  Location

PRE-COURSE ADMINISTRATION

<table>
<thead>
<tr>
<th>Did you receive at least ten [10] days’ notice that the course was confirmed</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was the address and location of the venue/and timings of the course notified</td>
<td>YES</td>
<td>NO</td>
<td>Comments</td>
</tr>
</tbody>
</table>

COURSE CONDUCT

[Please rate the issue by putting a circle around the rating- 10 is the highest -1 is the lowest  If you circle an 8 or lower please comment on the area below-thank you]
<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the opening session explain the aims and objectives including who, what, why and the relevance of the course.</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>Did you think the course was presented at a pace that allowed you to understand and assimilate the course content.</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>Were the presentations, generally presented in a logical, understandable and discussion oriented way</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>Were the presenters, interesting, well versed in the subjects, able to answer questions in an understanding way and able to leave a feeling of passage of information</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>Do you think the aims and objectives [as presented at the start of the course] were achieved</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
</tbody>
</table>

**COMMENTS**

________________________________________________________________________
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________________________________________________________________________

**COURSE SUBJECT[S]**

[Please rate the issue by putting a circle around the rating-10 is the highest 1 is the lowest  If you circle an 8 or lower please comment on the area below-thank you]

<p>| COURSE OPENING | 10 9 8 7 6 5 4 3 2 1 |
| EXERCISE ‘FLICK &amp; TICK’ | |
| INTRODUCTION TO MRCA DISCUSSION | 10 9 8 7 6 5 4 3 2 1 |
| PROOF OF IDENTITY | 10 9 8 7 6 5 4 3 2 1 |</p>
<table>
<thead>
<tr>
<th>COMPILE A CLAIM FORM</th>
<th>10 9 8 7 6 5 4 3 2 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION TO STATEMENTS OF PRINCIPLE</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>DFRDB &amp; COMSUPER</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>NEEDS ASSESSMENT</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>EXERCISE ‘BASIC MEMBER’</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>INTRODUCTION TO GARP</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
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<tr>
<td>CASE MANAGEMENT</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
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<tr>
<td>OUTCOMES OF LIABILITY</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
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<tr>
<td>OTHER COMPENSATION</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>RECONSIDERATIONS &amp; REVIEW</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
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</table>

**COMMENTS**

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Name and ESO (Optional)

________________________________________________________________________

Presenter Notes
Chapter 6 MRCA Mil Compensation L1 Evaluation.doc
Training & Information Program [National]

Course Evaluation Sheet

To assist us in quality improvement we value your honest feedback.

INTRODUCTION

This evaluation form is designed to provide “feedback” to the Training Development Staff of this course

<table>
<thead>
<tr>
<th>Course Title</th>
<th>MRCA Military Compensation [Level 1] course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date[s] of course</td>
<td>Location</td>
</tr>
</tbody>
</table>

PRE-COURSE ADMINISTRATION

| Did you receive at least ten [10] days notice that the course was confirmed | YES | NO | Comments |
| Was the address and location of the venue/and timings of the course notified | YES | NO | Comments |

COURSE CONDUCT

[Please rate the issue by putting a circle around the rating. **10 is the highest** 1 is the lowest  If you circle an 8 or lower please comment on the area below-thank you]

<p>| Did the opening session explain the aims and objectives including who, what, why and the relevance of the course? | 10 9 8 7 6 5 4 3 2 1 |
| Comments |</p>
<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating Options</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Did you think the course was presented at a pace that allowed you to understand and assimilate the course content?</td>
<td>10  9  8  7  6  5  4  3  2  1</td>
<td></td>
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<tr>
<td>Comments</td>
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<tr>
<td>Were the presentations <em>generally presented in a logical, understandable and discussion oriented way</em>?</td>
<td>10  9  8  7  6  5  4  3  2  1</td>
<td></td>
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<tr>
<td>Comments</td>
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</tr>
<tr>
<td>Were the presenters, interesting, well versed in the subjects, able to answer questions in an understanding way and able to leave a feeling of passage of information?</td>
<td>10  9  8  7  6  5  4  3  2  1</td>
<td></td>
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<tr>
<td>Comments</td>
<td></td>
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</tr>
<tr>
<td>Do you think the aims and objectives <em>as presented at the start of the course</em> were achieved?</td>
<td>10  9  8  7  6  5  4  3  2  1</td>
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<tr>
<td>Comments</td>
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</tbody>
</table>

**COURSE SUBJECTS**

[Please rate the issue by putting a circle around the rating._10 is the highest_ 1 is the lowest  If you circle an 8 or lower please comment on the area below-thank you]
<table>
<thead>
<tr>
<th>COURSE OPENING &amp; INTRODUCTION</th>
<th>10 9 8 7 6 5 4 3 2 1</th>
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<tbody>
<tr>
<td>INTRODUCTION TO MRCA 2004</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>MILITARY REHABILITATION &amp; COMPENSATION COMMISSION [MRCC]</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>OPERATIONAL ASPECTS OF MRCA 2004</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
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<tr>
<td>PROOF OF IDENTITY</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
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<tr>
<td>FRAUD &amp; ETHICS</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>TOOLS OF TRADE</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>INTERVIEW TECHNIQUES</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
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<tr>
<td>EX “BASIC MEMBER”</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
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<td>ELIGSBILITY</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>FREEDOM OF INFORMATION</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
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<tr>
<td>STANDARD OF PROOF</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
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<tr>
<td>INTRODUCTION TO SOP’s</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>DIAGNOSTIC REQUIREMENTS</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>INTRO TO GARP 5 &amp; GARP [M]</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
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<tr>
<td>THE DECISION PROCESS</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
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<tr>
<td>CASE MANAGEMENT</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
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<tr>
<td>NEEDS ASSESSMENT</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
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<tr>
<td>REHABILITATION</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
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<tr>
<td>VARIATIONS WITHIN CLAIMS PROCESS</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
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<tr>
<td>PERMANENT IMPAIRMENT</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>SPECIAL RATE DISABILITY PENSION</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>OTHER COMPENSATION</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
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<tr>
<td>OTHER PAYMENTS</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>RECONSIDERATIONS &amp; REVIEWS</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>CASE STUDIES</td>
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</table>
### Introduction

This proforma is designed to give the consultative committee “feedback” on the course conduct you have just completed, please follow the directions.

<table>
<thead>
<tr>
<th>Course Title</th>
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</table>

<table>
<thead>
<tr>
<th>Date[s] of course</th>
<th>Location</th>
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### Pre-course administration

<table>
<thead>
<tr>
<th>Did you receive at least ten [10] days notice that the course was confirmed</th>
<th>[Tick] YES</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>NO</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Was the address and location of the venue/and timings of the course notified</th>
<th>[Tick] YES</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>NO</td>
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</table>

### Course conduct

[Please rate the issue by putting a circle around the rating-10 is the highest-1 is the lowest  If you circle an 8 or lower please comment on the area below-thank you]

<table>
<thead>
<tr>
<th>Did the opening session explain who, what and why information that demonstrated the course presenters name and background, what the course was about and why the course was relevant</th>
<th>10 9 8 7 6 5 4 3 2 1</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Did you think the course was presented at a pace that allowed you to understand and assimilate the course content that needed to be presented</th>
<th>10 9 8 7 6 5 4 3 2 1</th>
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</table>

<table>
<thead>
<tr>
<th>Was the presentation, generally, presented in a logical, understandable and discussion oriented way</th>
<th>10 9 8 7 6 5 4 3 2 1</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Were the presenters, as a group, interesting, well versed in the subjects, able to answer questions in an understanding way and leave a feeling of passage of information</th>
<th>10 9 8 7 6 5 4 3 2 1</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Do you think the aims and objectives [as presented at the start of the course] were achieved</th>
<th>10 9 8 7 6 5 4 3 2 1</th>
</tr>
</thead>
</table>
Course Evaluation Sheet

To assist us in quality improvement we value your honest feedback.

INTRODUCTION

The following is designed to provide “feedback” to the Training Development Staff for the course you have just completed.

Course Title

STATEMENT OF PRINCIPLE [SOP] USER COURSE

Date[s] of course Location

PRE-COURSE ADMINISTRATION

Did you receive at least ten [10] days’ notice that the course was confirmed YES NO Comments

Was the address and location of the venue/and timings of the course notified YES NO Comments

COURSE CONDUCT

[Please rate the issue by putting a circle around the rating: 10 is the highest, 1 is the lowest. If you circle an 8 or lower please comment on the area below-thank you]

| Did the opening session explain the aims and objectives including who, what, why and the relevance of the course. | 10 9 8 7 6 5 4 3 2 1 |
| Did you think the course was presented at a pace that allowed you to understand and assimilate the course content. | 10 9 8 7 6 5 4 3 2 1 |
Were the presentations, generally presented in a logical, understandable and discussion oriented way | 10 9 8 7 6 5 4 3 2 1

Were the presenters, interesting, well versed in the subjects, able to answer questions in an understanding way and able to leave a feeling of passage of information | 10 9 8 7 6 5 4 3 2 1

Do you think the aims and objectives [as presented at the start of the course] were achieved | 10 9 8 7 6 5 4 3 2 1

COMMENTS
-----------------------------------------------------------------------------------
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-----------------------------------------------------------------------------------
-----------------------------------------------------------------------------------
-----------------------------------------------------------------------------------

COURSE SUBJECT[S]

[Please rate the issue by putting a circle around the rating: **10 is the highest** 1 is the lowest  If you circle an 8 or lower please comment on the area below-thank you]

[If you miss a rating then the Training Development will assign a rating of 1]

<table>
<thead>
<tr>
<th>COURSE SUBJECT[S]</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION TO SOPs</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>HOW TO USE A SOP</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>ENABLING EX “MR FINE”</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>ENABLING EX “MR FACIT”</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>TEST OF OBJECTIVES</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>INTRODUCTORY EX “HANDY DIGIT”</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>INTERMEDIATE EX “BIG BOPPA”</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>CONFIRMING EX “MAJOR MORRIS”</td>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
</tbody>
</table>
Introduction

This proforma is designed to provide “feedback” to the training Development Staff for the course you have just completed, please follow the directions.

Course Title

Date[s] of course

Location

Pre-course administration

<table>
<thead>
<tr>
<th>Did you receive at least ten [10] days notice that the course was confirmed</th>
<th>[Tick] YES</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Was the address and location of the venue/and timings of the course notified</th>
<th>[Tick] YES</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course conduct

[Please rate the issue by putting a circle around the rating. **10 is the highest** -1 is the lowest. If you circle an 8 or lower please comment on the area below-thank you]
<table>
<thead>
<tr>
<th>Did the opening session:-</th>
<th>10 9 8 7 6 5 4 3 2 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Welcome &amp; introduce attendees</td>
<td></td>
</tr>
<tr>
<td>-Explain what the course was about</td>
<td></td>
</tr>
<tr>
<td>-Why the course was relevant</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did the course allow:-</th>
<th>10 9 8 7 6 5 4 3 2 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>-To keep up with the instruction</td>
<td></td>
</tr>
<tr>
<td>-To assimilate the instruction</td>
<td></td>
</tr>
<tr>
<td>-To enjoy the course</td>
<td></td>
</tr>
<tr>
<td>-Have sufficient breaks</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Was the instruction presented:-</th>
<th>10 9 8 7 6 5 4 3 2 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>-In a logical sequence</td>
<td></td>
</tr>
<tr>
<td>-Understandable</td>
<td></td>
</tr>
<tr>
<td>-Discussion orientated</td>
<td></td>
</tr>
<tr>
<td>-With exercises</td>
<td></td>
</tr>
<tr>
<td>-In an acceptable pace</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did the presenters, as a group:-</th>
<th>10 9 8 7 6 5 4 3 2 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Create interest</td>
<td></td>
</tr>
<tr>
<td>-Well versed in subject</td>
<td></td>
</tr>
<tr>
<td>-Answered questions</td>
<td></td>
</tr>
<tr>
<td>-Understanding</td>
<td></td>
</tr>
<tr>
<td>-Pass on the information</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>At the end of the course:-</th>
<th>10 9 8 7 6 5 4 3 2 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Were the aims &amp; objectives given at the start of the course achieved</td>
<td></td>
</tr>
<tr>
<td>-Was the information helpful to you in your volunteering position</td>
<td></td>
</tr>
</tbody>
</table>
Introduction

This proforma is designed to provide “feedback” to the training Development Staff for the course you have just completed, please follow the directions

<table>
<thead>
<tr>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date[s] of course</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pre-course administration

<table>
<thead>
<tr>
<th>Did you receive at least ten [10] days notice that the course was confirmed</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Tick] YES NO</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Was the address and location of the venue/and timings of the course notified</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Tick] YES NO</td>
<td></td>
</tr>
</tbody>
</table>

Course conduct

[Please rate the issue by putting a circle around the rating: 10 is the highest, 1 is the lowest. If you circle an 8 or lower please comment on the area below-thank you]

<table>
<thead>
<tr>
<th>Did the opening session explain who, what and why information that demonstrated the course presenters name and background, what the course was about and why the course was relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did you think the course was presented at a pace that allowed you to understand and assimilate the course content that needed to be presented</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 9 8 7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>Question</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Was the presentation, generally, presented in a logical, understandable and discussion oriented way</strong></td>
</tr>
<tr>
<td><strong>Were the presenters, as a group, interesting, well versed in the subjects, able to answer questions in an understanding way and leave a feeling of passage of information</strong></td>
</tr>
<tr>
<td><strong>Do you think the aims and objectives [as presented at the start of the course] were achieved</strong></td>
</tr>
</tbody>
</table>

Comments

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1. The aim of this evaluation is to assist in the process of improving training delivery and to gain information that may be useful in planning future training. The evaluation package contains the following:

   a. Trainee evaluation questionnaire,

   b. Presenter evaluation questionnaire, and

   c. Course evaluation summary proforma for both trainees and presenters.
WAR/DEFNCE WIDOW/ERS COMPENSATION COURSE

TRAINEE

EVALUATION QUESTIONNAIRE

1. The aim of this questionnaire is to obtain your thoughts on the training that you have just completed.

2. Your Questionnaire is only used to evaluate the following:
   a. The notification of Course confirmation and correct mailing details,
   b. Feedback pertaining to the conduct of the course,
   c. Feedback pertaining to the presentation of the course, and
   d. Did the trainee feel the aims and objectives were achieved.

1. Your name does NOT need to be noted if so required

2. Information drawn from the questionnaire is only used in percentage terms.

3. Questionnaires are to be handed to the person conducting the session and will be passed to the coordinator of training for analysis.
1. The aim of this questionnaire is to gather your thoughts on the training you have just completed. The information gained may be used to assist with future courses.

2. The responses you give to this questionnaire will be treated in confidence and used to construct a consolidated report of a general nature. The only personnel to see your responses will be the Evaluation Officer and Senior Presenter.
Question 1:
Was the course administration satisfactory? YES/NO

If NO give details:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Question 2:
Were suitable training aids available? YES/NO

If NO give details:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Question 3:
Were suitable training facilities available? YES/NO

If NO give details:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Question 4:
Were trainees suitably selected for the course? YES/NO
If NO, what was the weakness in their selection?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Question 5:
Did you find the TMP user friendly? YES/NO
If NO give details:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Question 6:
Are there any subjects you would like to see inserted or deleted from the course? YES/NO
If YES give details:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Question 7:

Was sufficient time allocated for confirmation and revision of training? YES/NO

If NO give details:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Question 8:

Do any sessions need lengthening or shortening? YES/NO

If YES give details:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Question 9:

Was any training time lost during the course, eg, equipment failure, trainee administration, etc? YES/NO

If YES give details:

_________________________________________________________________________
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_________________________________________________________________________
General comments:

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_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
# COURSE EVALUATION SUMMARY PROFORMA

**Course Name:**

**Evaluation Date:**

**Finish Date:**

**Number of Trainees:**

<table>
<thead>
<tr>
<th>Comments</th>
<th>Group Discussion</th>
<th>Evaluation Officer</th>
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<th>Comments</th>
</tr>
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<tbody>
<tr>
<td><strong>PART TWO – PRESENTERS EVALUATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MRCA Basic Claims Officer Course

COURSE EVALUATION PACKAGE

1. The aim of this evaluation is to assist in the process of improving training delivery and to gain information that may be useful in planning future training. The evaluation package contains the following:
   
   a. Trainee evaluation questionnaire,

   b. Presenter evaluation questionnaire, and

   c. Course evaluation summary proforma for both trainees and presenters.
MRCA Basic Claims Officer Course

TRAINEE

EVALUATION QUESTIONNAIRE

1. The aim of this questionnaire is to obtain your thoughts on the training that you have just completed.

2. Your Questionnaire is only used to evaluate the following;

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   b. Feedback pertaining to the conduct of the course,
   c. Feedback pertaining to the presentation of the course, and
   d. Did the trainee feel the aims and objectives were achieved.

3. Your name does **NOT** need to be noted if so required

4. Information drawn from the questionnaire is only used in percentage terms.

5. Questionnaires are to be handed to the person conducting the session and will be passed to the coordinator of training for analysis.
1. The aim of this questionnaire is to gather your thoughts on the training you have just completed. The information gained may be used to assist with future courses.

2. The responses you give to this questionnaire will be treated in confidence and used to construct a consolidated report of a general nature. The only personnel to see your responses will be the Evaluation Officer and Senior Presenter.
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Question 5:

Did you find the TMP user friendly? YES/NO

If NO give details:

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If YES give details:

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<thead>
<tr>
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<th>Comments</th>
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## PART TWO – PRESENTERS EVALUATION

<table>
<thead>
<tr>
<th>Comments</th>
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</table>
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   a. Trainee evaluation questionnaire,
   b. Presenter evaluation questionnaire, and
   c. Course evaluation summary proforma for both trainees and presenters.
PENSION UPDATE COURSE

TRAINEE

EVALUATION QUESTIONNAIRE

1. The aim of this questionnaire is to obtain your thoughts on the training that you have just completed.

2. Your Questionnaire is only used to evaluate the following:
   
   a. The notification of Course confirmation and correct mailing details,
   b. Feedback pertaining to the conduct of the course,
   c. Feedback pertaining to the presentation of the course, and
   d. Did the trainee feel the aims and objectives were achieved.

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If NO, what was the weakness in their selection?
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Question 5:
Did you find the TMP user friendly? YES/NO
If NO give details:
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If YES give details:
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_________________________________________________________________________
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Question 7:
Was sufficient time allocated for confirmation and revision of training? YES/NO
If NO give details:
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_________________________________________________________________________
_________________________________________________________________________
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Question 8:
Do any sessions need lengthening or shortening? YES/NO
If YES give details:
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_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Question 9:
Was any training time lost during the course, eg, equipment failure, trainee administration, etc? YES/NO
If YES give details:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
### COURSE EVALUATION SUMMARY PROFORMA

<table>
<thead>
<tr>
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<th>Group Discussion</th>
<th>Evaluation Officer</th>
<th>Course Manager</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PART TWO – PRESENTERS EVALUATION**
Introduction

The aim of this evaluation form is to assist us in developing and delivering high quality training solutions.

### Course Title

### Date[s] of course  

### Location

#### Pre-course administration

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you receive at least ten [10] days notice that the course was confirmed</td>
<td>[Tick] YES □ NO □</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the address and location of the venue/and timings of the course notified</td>
<td>[Tick] YES □ NO □</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Course content

Please rate each statement by circling the rating demonstrating your strength of feeling.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Objectives 1. The program objectives were clearly defined</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The program objectives were covered by the facilitator</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The material was the right level of complexity for my background</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Materials &amp; Design 4. The course materials were well organised</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The course materials complemented the course content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The duration of the course was good</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The course had a good mix of theory and application</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The exercises and activities were helpful at consolidating my knowledge &amp; skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Relevance 9. The course material was relevant to my needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The course material was relevant to my job role</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitator Knowledge 11. The facilitator demonstrated a good understanding of the material</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. The facilitator was able to effectively answer my questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitator Delivery &amp; Style 13. The facilitator effectively delivered the course material</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. The facilitator effectively generated participant interaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. The facilitator allowed for questions during the training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. The facilitator delivered the course at a good pace</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge and Skills Acquisition 17. I was given appropriate opportunities to demonstrate my knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. I was given appropriate opportunities to demonstrate my skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. I have acquired the knowledge and skills expected through this course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Venue &amp; Facilities 20. The training environment was comfortable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. The training environment was conducive to learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. The training environment was free risks to personal safety</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Where you have indicated "strongly disagree" or "disagree", please provide additional comments.
What were the three most important things you learned from this course?

What information was not addressed as part of this course but you feel should have been?

How do you plan to apply your learning back into the environment?

What support do you need to be successful?

Further Comments or suggestions for improvement
INDUSTRY QUALIFICATIONS AND UNITS

PSP30112 - Certificate III in Government.................................................................4
  PSPETHC301B Uphold the values and principles of public sector..........................5
  PSPGOV301B Work effectively in the organisation..................................................10
  PSPGOV302B Contribute to workgroup activities....................................................15
  PSPGOV308B Work effectively with diversity.........................................................19
  PSPGOV312A Use workplace communication strategies...........................................23
  PSPLEG301B Comply with legislation in the public sector......................................28
  PSPOH301A Contribute to workplace safety..............................................................32
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**PSP30112 - Certificate III in Government**

**Core & Suggested Elective Units**

There are a total of 11 units of competency required for this qualification; 7 core units and 4 electives.

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PSPETHC301B Uphold the values and principles of public sector

Unit Descriptor
This unit of competency describes the outcomes required to demonstrate ethical conduct required of those in public service. It includes applying ethical standards and dealing with ethical problems. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

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<thead>
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<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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<tbody>
<tr>
<td>1. Apply ethical standards</td>
<td>1.1 Interpretation of ethical values and principles is reviewed with senior staff to ensure accuracy.</td>
</tr>
<tr>
<td></td>
<td>1.2 Personal work practices are undertaken in compliance with public sector ethics standards, organisational policy and guidelines.</td>
</tr>
<tr>
<td></td>
<td>1.3 Verbal and written advice and reports are prepared containing information which is impartial, substantiated, accurate and complete.</td>
</tr>
<tr>
<td></td>
<td>1.4 Public resources are used in accordance with public sector ethics standards, organisational policy and guidelines.</td>
</tr>
<tr>
<td></td>
<td>1.5 Conflicts of interest are identified, declared, addressed and documented in accordance with policy and procedures.</td>
</tr>
<tr>
<td></td>
<td>1.6 Personal behaviour and relationships with the public, suppliers and business contacts are conducted in accordance with ethics standards, policy and guidelines.</td>
</tr>
<tr>
<td>2. Deal with ethical problems</td>
<td>2.1 Situations which pose ethical problems are resolved or referred in accordance with organisational guidelines.</td>
</tr>
<tr>
<td></td>
<td>2.2 Decision-making processes used to resolve ethical problems are recorded in accordance with organisational policy and procedures.</td>
</tr>
<tr>
<td></td>
<td>2.3 Organisational policies/codes on the prevention and reporting of unethical conduct are accessed and applied.</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

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

Required skills:
Look for evidence that confirms skills in:
- applying objective and impartial evaluation of conflicting requirements
- using ethical decision making
- preparing written advice and reports requiring accuracy of expression
- accessing legislation and codes of ethics electronically or in hard copy
- tailoring communication to suit different audiences
- responding to diversity, including gender and disability
- applying occupational health and safety procedures relating to ethical work practices

Required knowledge:
Look for evidence that confirms knowledge and understanding of:
- the nature of ethics and ethical values
- fundamental ethical principles such as justice, respect for persons, procedural fairness, confidentiality, responsible care
- values of public sector office
- natural justice/procedural fairness
equal employment opportunity, equity and diversity principles
where to access ethical decision making/problem solving models, organisational
codes and procedures
procedures for declaring conflicts of interest
protocols for reporting fraud, corruption and maladministration
occupational health and safety procedures relating to ethical work practices

Evidence Guide
Overview of evidence requirements
In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:
the knowledge requirements of this unit
the skill requirements of this unit
application of Employability Skills as they relate to this unit
ethical conduct in a range of (3 or more) contexts (or occasions, over time)
where contexts may be generalist or specialist work activities such as building and maintaining networks, delivering client services, using financial resources, procuring goods or services etc

Where and how to assess evidence
Valid assessment of this unit requires:
a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when working ethically in a public sector environment, including coping with ambiguity, difficulties, irregularities and breakdowns in routine ethical conduct in a range of (3 or more) contexts (or occasions, over time)
where contexts may be generalist or specialist work activities such as building and maintaining networks, delivering client services, using financial resources, procuring goods or services etc.
Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:
• people with disabilities
• people from culturally and linguistically diverse backgrounds
• Aboriginal and Torres Strait Islander people
• women
• young people
• older people
• people in rural and remote locations
• Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:
  • case studies
  • portfolios
  • questioning
  • scenarios
  • simulation or role plays
  • authenticated evidence from the workplace and/or training courses

For consistency of assessment
Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments
**Range Statement**

**Ethical values and principles** may include:
- respect for the law
- integrity
- objectivity
- accountability
- honesty
- openness
- responsibility
- impartiality
- diligence
- trustworthiness
- confidentiality
- respect for persons
- responsible care
- probity
- economy and efficiency
- natural justice/procedural fairness, that is:
  - the right to be heard/put your case
  - the right to be informed of a complaint or case against you
  - the right to know the outcomes/recommendations of an investigation involving you
  - the right to know reasons for decisions affecting you
  - the right to privacy
  - the right to representation
  - the right to silence
  - the decision maker should not be a judge in his/her own cause

**Work practices** may include:
- behaviours
- conduct
- relationships with work colleagues, external individuals and organisations
- the manner in which work activities are carried out

**Legislation and guidelines** may include:
- legislation for public sector management
- freedom of information
- privacy legislation
- equal employment opportunity and anti-discrimination law
- public sector standards
- Ministerial directions
- State/Territory or Commonwealth codes of ethics
- organisational codes of conduct
- sets of values
- organisational mission and values statements
- organisational policy, procedures/guidelines
- government policy
- professional codes of ethics and conduct
- equity guidelines, workplace diversity guidelines
| Public resources may include: | • time  
• stationery  
• equipment  
• telephones  
• Internet  
• Email |
| Use of public resources includes: | • effective use  
• efficient use - avoiding/minimising waste  
• not for private use |
| Conflicts of interest may include: | • potential, perceived and actual conflicts  
• bribery  
• improper use of official information  
• improper use of resources, including plant and equipment  
• acceptance of gifts  
• entertainment  
• previous and outside employment, including voluntary work  
• favours for friends and/or relatives  
• memberships of organisations  
• political activity  
• pecuniary and non-pecuniary conflicts |
| Ethical problems which may need to be referred rather than resolved at this level may include: | • conflict between public sector standards and personal values  
• conflict between public sector standards and other standards such as professional standards  
• conflict between public sector standards and directions of a senior officer or Minister  
• tension between two 'rights', for example, the right to privacy versus the right to freedom of information  
• conflict regarding issues of personal and organisational intellectual property |
| Referrals of ethical problems may be made to: | • line management  
• chief executive officer  
• public service commissioner  
• public sector standards body  
• organisational ethics committee  
• internal grievance mechanisms, including identified officers  
• confidant programs (whistleblower protection programs)  
• organisational professional reporting procedures  
• unions and professional bodies  
• ombudsman  
• police |
| Processes for resolving ethical problems may include: | • accessing relevant standards and other information  
• withdrawing from a situation  
• using models of ethical decision making/problem solving  
• reflection, discussion, seeking clarification from others. |
| Unethical conduct may | • fraud, corruption, maladministration and waste |
include:

- unauthorised access to and/or use of information, money/finances, vehicles, equipment, resources, time
- improper actions during contractual processes, such as release of intellectual property, infringing copyright, release of tender information, inappropriate disclosure during tender process
- improper public comment on matters relating to the government and/or the organisation
- falsifying records
- giving false testimonials
- dishonesty
- improper use of plant and equipment, credit cards, frequent flyer points, telephones, email and Internet
- extravagant or wasteful practices
- personal favours
- preferential treatment
- putting barriers in place, hindering, blocking action
- compromising behaviour including sexual harassment
- lack of confidentiality
- directing others to act unethically
- oppressive/coercive management decisions
- resorting to illegality to obtain evidence
PSPGOV301B Work effectively in the organisation

Unit Descriptor
This unit covers the requirements for working effectively in a public sector organisation with a focus on self-management. It includes evaluating and developing your own expertise, identifying career options, working within the organisational structure and culture, and managing your own work. It does not cover working with others. This is addressed in the unit PSPGOV302B Contribute to workgroup activities.

Elements and Performance Criteria

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<tbody>
<tr>
<td>1. Evaluate and develop own expertise</td>
<td>1.1 Self-assessment of work-related competencies is made by reflecting on own workplace experience and training, and from monitoring feedback on performance in the workplace.</td>
</tr>
<tr>
<td></td>
<td>1.2 Research is undertaken to identify possible careers and compare the requirements of these careers with current skill base and development opportunities available within the organisation and across the public sector.</td>
</tr>
<tr>
<td></td>
<td>1.3 Areas requiring competency development are identified by comparing current competencies with the competency requirements of current or anticipated duties.</td>
</tr>
<tr>
<td></td>
<td>1.4 Personal learning goals are set and progress towards them monitored.</td>
</tr>
<tr>
<td></td>
<td>1.5 Potential competency recognition or development opportunities are identified and accessed in accordance with organisational policy and procedures.</td>
</tr>
<tr>
<td></td>
<td>1.6 Records of competency development are maintained and work-related competencies and experience are conveyed to relevant people as required.</td>
</tr>
<tr>
<td>2. Work within the organisational structure and context</td>
<td>2.1 A comprehensive knowledge of the organisation's structure and functioning is developed and utilised in accordance with legislation, policy and procedures.</td>
</tr>
<tr>
<td></td>
<td>2.2 An understanding of the organisation's context is developed and used.</td>
</tr>
<tr>
<td></td>
<td>2.3 The work unit's position in the organisational structure is identified, its relationship with other organisational work units examined and any protocols/difficulties/special requirements determined.</td>
</tr>
<tr>
<td></td>
<td>2.4 The contribution of the work role and the work unit to the organisation's vision, goals and outcomes is identified and confirmed.</td>
</tr>
<tr>
<td></td>
<td>2.5 Work is undertaken in a manner that has regard for the workgroup position and the organisation's structure, functioning, culture and vision.</td>
</tr>
<tr>
<td>3. Manage own work</td>
<td>3.1 Individual work goals are identified, clarified and prioritised in accordance with the organisation's requirements.</td>
</tr>
<tr>
<td></td>
<td>3.2 Risks to the achievement of personal work outcomes are identified and managed in accordance with organisational risk management requirements.</td>
</tr>
<tr>
<td></td>
<td>3.3 Work strategies are selected with regard to applicable work parameters.</td>
</tr>
<tr>
<td></td>
<td>3.4 Progress with work is monitored relative to set goals, strategies and outcomes.</td>
</tr>
<tr>
<td></td>
<td>3.5 Work goals are achieved and work plans revised to attend to ongoing or new responsibilities.</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

Skill requirements
Look for evidence that confirms skills in:
• undertaking self-reflection
• communicating with diverse audiences including discussion of competency recognition or development needs
• responding to diversity, including gender and disability
• presenting/reporting information to others
• planning and time management
• reading and interpreting materials such as organisational materials, competencies, position descriptions, work instructions, reports
• writing including work plans, curriculum vitae, records, reports, referrals
• using numeracy skills to manage time and undertake mathematical tasks embedded in information or instructions
• applying equal employment opportunity, equity and diversity principles

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:
• legislation, regulations, policies, procedures and guidelines relating to work in the public sector
• competency requirements of current duties
• principles of career planning/development and taking responsibility for own learning and development
• self-assessment techniques
• alternative work strategies
• range of learning and development strategies
• the organisation’s risk management procedures
• public sector legislation such as occupational health and safety and environment in the context of a public sector work environment
Evidence Guide

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- effective work performance in a range of (3 or more) contexts (or occasions, over time)

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when working effectively in the organisation, including coping with difficulties, irregularities and breakdowns in routine
- effective work performance in a range of (3 or more) contexts (or occasions, over time).
- Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:
  - people with disabilities
  - people from culturally and linguistically diverse backgrounds
  - Aboriginal and Torres Strait Islander people
  - women
  - young people
  - older people
  - people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Range Statement

**Work-related competencies may include:**

- competencies as defined in the Public Sector Training Package
- competencies as specified in other relevant Training Packages
- enterprise competency standards
- qualifications relevant to work responsibilities
- essential knowledge and skills specified in position descriptions

**Competencies may be identified through:**

- self-assessment/self-identification
- colleagues
- supervisors
- workplace mentors
- counsellors
- educational programs
- specialist services for specific individual needs, such as disability, Aboriginal, language, literacy, numeracy

**Competency recognition or development opportunities** may include:
- recognition of prior learning/recognition of current competencies
- formal campus-based training
- workplace learning
- workplace-based training
- work experience
- conference and seminar attendance
- peer support
- mentoring
- coaching
- acting positions
- new positions

**Records** may include:
- reports of achievement
- curriculum vitae
- training record books
- job applications

**Relevant people** may include:
- colleagues/team members
- supervisors or managers
- clients

**Organisational structure and functioning** may include:
- organisational hierarchy
- teaming
- policies
- products
- services
- clients/customers

**Legislation, policy and procedures** may include: State/Territory and Commonwealth legislation and regulations such as:
- public sector management acts
- privacy legislation
- equal employment opportunity, anti-discrimination and harassment legislation
- occupational health and safety legislation.
- environmental legislation
- ethics and accountability standards
- public sector standards
- organisational policy, procedures and protocols
- international legislation/codes of behaviour

**Organisational context** may encompass:
- goals
- bjectives
- mission
- values
- ethos
- politics
- culture
- social ethic
**Using** knowledge of organisational culture may include:
- to determine the importance of work requirements
- to adjust working style and outcomes
- to support the organisation's values/ethos
- to interpret directions in light of political reality

**Position of the work unit** may include:
- position in a hierarchy
- number of reporting levels
- seniority of work unit head
- branch of an agency/department
- country branch
- small/regional/remote branch

**Protocols/difficulties/special requirements** may include:
- 'head office' syndrome that develops between remote branches and head office
- time for decisions to be made (in hierarchy)
- amount of autonomy of work unit
- practicality of delegations
- approval processes
- role ambiguity between work units

**Risks** may include:
- local level/self issues which can be controlled
- time wasters
- misuse of equipment
- personal stress

**Work parameters** may include:
- productivity
- flexibility
- quality
- opportunities
- risks
- timeframes
- organisational structure
- constraints
- contingencies
- support or equipment needed
PSPGOV302B Contribute to workgroup activities

Unit Descriptor
This unit covers contributing as a workgroup member and assisting with support, learning and development for others in achieving workgroup goals. It includes the establishing workgroup parameters, participating in the workgroup, assisting in learning and development and assisting workgroup members.

Elements and Performance Criteria

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<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish workgroup parameters</td>
<td>1.1 Roles, responsibilities and professional working relationships in the <em>workgroup</em> are identified and clarified as necessary.</td>
</tr>
<tr>
<td></td>
<td>1.2 Individual differences within the workgroup are identified and valued.</td>
</tr>
<tr>
<td></td>
<td>1.3 Emotional triggers for self and others are identified and clarified to assist in the management of emotional responses to work issues.</td>
</tr>
<tr>
<td></td>
<td>1.4 The varying cultural expressions of <em>emotion</em> are identified and utilised to respond to emotional cues within a diverse workgroup.</td>
</tr>
<tr>
<td>2. Participate in the workgroup</td>
<td>2.1 Workgroup tasks are <em>negotiated</em> in accordance with individual strengths, personal preferences or development needs.</td>
</tr>
<tr>
<td></td>
<td>2.2 Cooperation is demonstrated with others in the workgroup.</td>
</tr>
<tr>
<td></td>
<td>2.3 Knowledge is shared with the group in accordance with <em>legislation, policy and procedures</em>, in order to complete tasks.</td>
</tr>
<tr>
<td></td>
<td>2.4 Communication language/style is selected and used to take account of the task requirements and diversity of workgroup members.</td>
</tr>
<tr>
<td></td>
<td>2.5 Constructive contributions are made to workgroup goals.</td>
</tr>
<tr>
<td></td>
<td>2.6 Conflict/problems are addressed and resolved through discussion in the workgroup or referred in accordance with organisational policy and procedures.</td>
</tr>
<tr>
<td>3. Assist workgroup members</td>
<td>3.1 Support is provided to workgroup members to achieve goals.</td>
</tr>
<tr>
<td></td>
<td>3.2 Assistance is provided on routine tasks as required.</td>
</tr>
<tr>
<td></td>
<td>3.3 Professional working relationships are maintained with colleagues.</td>
</tr>
<tr>
<td></td>
<td>3.4 Assistance with on-the-job <em>learning and development</em> is provided as required.</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

**Skill requirements**
Look for evidence that confirms skills in:

- communicating with diverse audiences including conflict resolution, coaching, negotiation, self-assessment
- planning
- applying time management
- reading and interpreting materials such as organisational materials, work instructions, reports, letters, notes, emails
- writing including work plans, records, reports, information
- numeracy to manage time and undertake mathematical tasks embedded in information or instructions
- using technology
- responding to diversity, including gender and disability

**Knowledge requirements**
Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to work in the public sector
- equal employment opportunity, equity and diversity principles
- principles of emotional intelligence and its application to working in a group
- group dynamics
- self-managed workgroups
- roles and leadership styles in a workgroup
- range of learning and development strategies
- public sector legislation such as occupational health and safety and environment in the context of a public sector work environment

Evidence Guide

Overview of evidence requirements
In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- contribution to workgroup activities in a range of (3 or more) contexts (or occasions, over time)

Where and how to assess evidence
Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when contributing to workgroup activities, including coping with difficulties, irregularities and breakdowns in routine
- contribution to workgroup activities in a range of (3 or more) contexts (or occasions, over time).
- Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:
- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment
Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement
| **Workgroup may include:** | • formal and informal work units  
• directed or self-directed teams |
|-----------------------------|--------------------------------------------------------------------------------|
| **Management of emotional responses may be:** | • emotional intelligence, widely recognised as the ability of an individual to monitor their own and others’ emotions in a social or work environment, to discriminate among the emotions and to use the information to guide their thinking and actions  
• characterised by:  
  o self-awareness (personal)  
  o self-management (personal)  
  o social awareness (social)  
  o relationship management (social) |
| **Emotions may include:** | • anger  
• anxiety  
• apathy  
• apprehension  
• caring  
• confidence  
• depression  
• elation  
• enthusiasm  
• excitement  
• fear  
• happiness  
• inadequacy  
• joy  
• nervousness  
• over-confidence  
• pride  
• stress  
• under-confidence  
• unhappiness |
| **Negotiation may include:** | • effective listening  
• questioning  
• verbal and non-verbal communication  
• culturally appropriate strategies  
• constructive feedback  
• issues identification  
• exploring options  
• identifying areas of agreement  
• recording agreements |
| **Legislation, policy and procedures may include:** | • State/Territory and Commonwealth legislation and regulations such as:  
• public sector management acts  
• privacy legislation  
• equal employment opportunity, anti-discrimination and harassment legislation  
• equity and diversity |
- racial tolerance
- occupational health and safety legislation.
- ethics and accountability standards
- public sector standards
- organisational policy, procedures and practices
- organisational and public sector protocols
- international legislation/codes of behaviour

**Learning and development** may include:

- formal internal and external courses
- on-the-job learning
- work experiences and assignments
- placement at level and higher duties
- self-paced multimedia learning
- assisted formal study
- conference and seminar attendance
- induction and orientation
PSPGOV308B Work effectively with diversity

Unit Descriptor
This unit covers the competency for individuals without supervisory responsibilities to work effectively with diversity. It includes recognising and valuing individual differences and working effectively with diverse clients and colleagues.

Elements and Performance Criteria

**ELEMENT** | **PERFORMANCE CRITERIA**
--- | ---
1. Recognise and value individual differences | 1.1 Workgroup **diversity** is explored to identify attributes that may be of benefit to the organisation and its client base.
1.2 **Colleagues** are assisted to acknowledge and use their diverse attributes to contribute to workgroup processes, outcomes and delivery of services to diverse clients.
1.3 Own work practices are used to acknowledge and reflect the diversity of self and colleagues for the benefit of workplace activities, stakeholder relationships and outcomes.
1.4 Client diversity is identified and responded to in accordance with **legislation, policy and guidelines**.

2. Work effectively with diverse clients and colleagues | 2.1 A range of communication styles is developed and used to respect and reflect the diversity of the workplace and client groups.
2.2 Compliance with the requirements of public sector legislation, policies and guidelines relating to workplace diversity is demonstrated through personal conduct in the workplace.
2.3 Feedback from clients and the workgroup is sought and utilised to continuously improve personal effectiveness in working with diversity.

Required Skills and Knowledge

**Skill requirements**
Look for evidence that confirms skills in:
- using a range of communication styles to suit different audiences and purposes
- communicating with people from diverse backgrounds
- responding to diversity, including gender and disability
- reading complex and formal documents such as legislation and codes of conduct and applying them to work practices
- accessing legislation and codes of conduct electronically or in hard copy

**Knowledge requirements**
Look for evidence that confirms knowledge and understanding of:
- cultural diversity, including issues of racism, harassment and victimisation
- direct and indirect discrimination, such as dress codes that exclude certain groups (e.g. requiring male staff to be clean-shaven would indirectly discriminate against Sikhs)
- own cultural assumptions and their effect on behaviour and work practices
- public sector definitions of diversity
- the benefits of workplace diversity
- ways to ensure effective and equitable delivery of services to diverse clients
- equal employment opportunity, equity and diversity principles
- principles and practices of cultural awareness and cross-cultural communication
- public sector values and codes of conduct
• public sector legislation impacting on workplace diversity
• organisational policies and procedures

**Evidence Guide**

**Overview of evidence requirements**
In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

• the knowledge requirements of this unit
• the skill requirements of this unit
• application of Employability Skills as they relate to this unit
• working effectively with diversity in a range of (3 or more) contexts (or occasions, over time)

**Resources required to carry out assessment**
These resources include:

• public sector legislation, regulations, policies and guidelines
• definition and benefits of workplace diversity
• public sector values and codes of conduct
• organisational procedures and protocols
• current information on diversity issues

**Where and how to assess evidence**
Valid assessment of this unit requires:

• a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered, including coping with difficulties, irregularities and breakdowns in routine
• working effectively with diversity in a range of (3 or more) contexts (or occasions, over time) in contexts such as participating in a workgroup or delivering client services.

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

• people with disabilities
• people from culturally and linguistically diverse backgrounds
• Aboriginal and Torres Strait Islander people
• women
• young people
• older people
• people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

• case studies
• demonstration
• observation
• portfolios
• projects
• questioning
• scenarios
• simulation or role plays
• authenticated evidence from the workplace and/or training courses

**For consistency of assessment**
Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.
**Range Statement**

**Diversity** may include:
- age
- cultural background
- disability
- educational level
- ethnicity
- expertise
- family responsibilities
- gender
- interests
- interpersonal approach
- language
- learning styles
- life experience
- marital status
- not fitting the dominant paradigm of the organisation
- personality
- physical capability
- political orientation
- race
- religious belief
- sexual orientation
- socio-economic background
- thinking styles
- work experience
- working styles

**Colleagues** may include:
- peers
- trainees
- work experience personnel
- supervisors and senior management
- internal stakeholders
- external stakeholders/clients/customers

**Legislation, policy and guidelines** may include:
- Commonwealth legislation addressing diversity issues, for example:
  - Racial Discrimination Act 1975
  - Sex Discrimination Act 1984
  - Disability Discrimination Act 1992
  - Workplace Relations Act 1996
  - Privacy Act 1988
- State/Territory legislation addressing diversity issues, such as Victoria's Racial and Religious Tolerance Act
- public service/public sector management acts
- workplace diversity guidelines
- national and international codes of practice and standards
- the organisation’s plans, strategies and policies relating to diversity
- policies relating to language services
- government policy mandating equal employment opportunity and/or workplace diversity requirements, such as:
  - Managing diversity in the Western Australian public sector, August 1995
- public sector ethics/values/codes of conduct
- public sector management standards (subordinate law)
- Commissioner’s directions/instructions
- community guidelines, policy and practices (such as those within Aboriginal and Torres Strait Islander communities)
PSPGOV312A Use workplace communication strategies

Unit Descriptor
This unit covers the use of workplace communication strategies for interacting with internal and external clients. It includes responding to enquiries, receiving and giving directions, participating in meetings and making presentations in the workgroup. Though the prime focus of the unit is on speaking, listening and reading non-verbal cues, if reading, writing and visual literacy are intrinsic to the workplace communication these are included. Where reading and writing are the prime focus of the workplace function these are addressed in PSPGOV313A Compose workplace documents.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Respond to enquiries</td>
<td>1.1 Responses are provided to enquiries from staff, the public and other clients in a timely manner or the matter is referred in accordance with organisational procedures.</td>
</tr>
<tr>
<td></td>
<td>1.2 Active listening techniques are utilised.</td>
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<tr>
<td></td>
<td>1.3 Respect for the individual is maintained and specific needs are identified and addressed in accordance with organisational policy and procedures.</td>
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<tr>
<td></td>
<td>1.4 Conflict or difficult situations are resolved in a confidential manner in accordance with standard procedures or are referred to others in accordance with organisational policy and procedures.</td>
</tr>
<tr>
<td></td>
<td>1.5 Communication is undertaken within the mandate of public sector legislation, the organisational code of conduct and ethics standards.</td>
</tr>
<tr>
<td>2. Receive and give directions</td>
<td>2.1 Oral directions are received, clarified and assessed to ensure they are ethical, lawful and reasonable.</td>
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<tr>
<td></td>
<td>2.2 Directions are acted on promptly in accordance with organisational policy and procedures or refused in accordance with public sector standards and ethics guidelines.</td>
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<tr>
<td></td>
<td>2.3 Directions are relayed in a clear and concise manner appropriate to the receiver.</td>
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<tr>
<td></td>
<td>2.4 Understanding of the directions by the receiver is questioned and confirmed.</td>
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<tr>
<td></td>
<td>2.5 Feedback on directions and outcomes is provided in accordance with organisational requirements.</td>
</tr>
<tr>
<td>3. Participate in meetings</td>
<td>3.1 Meeting agenda is confirmed and followed.</td>
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<tr>
<td></td>
<td>3.2 Input is focused on the objectives of the meeting and the agenda item at hand.</td>
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<tr>
<td></td>
<td>3.3 Input is provided fully but succinctly and in accordance with meeting protocol.</td>
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<tr>
<td></td>
<td>3.4 Other attendees are encouraged to participate in a manner suited to their experience and individual needs.</td>
</tr>
<tr>
<td></td>
<td>3.5 Meeting participants are treated with respect and trust-building behaviours are used to enhance relationships and meeting outcomes.</td>
</tr>
<tr>
<td>4. Make presentations within the workgroup</td>
<td>4.1 Job-related presentations are prepared and made within the workgroup.</td>
</tr>
<tr>
<td></td>
<td>4.2 Presentations are logically structured to contain relevant, accurate and complete information/content.</td>
</tr>
<tr>
<td></td>
<td>4.3 Presentations are structured and delivered to suit the intended audience.</td>
</tr>
<tr>
<td></td>
<td>4.4 Feedback is obtained from the audience and used to improve future presentations.</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

Skill requirements
Look for evidence that confirms skills in:

- speaking and listening relating to sustained communication exchanges
- taking part in interpersonal exchanges of information, with some awareness of different registers and strategies for interaction
- clarifying meaning, exploring issues and problem solving or referral
- deriving meaning from sustained oral discussions
- applying observation - reading non-verbal cues especially those relating to culture, ethnicity, emotional state
- using information presented in graphic, diagrammatic, or visual form
- using technology such as telephones, computers with audio and presentation software, answering machines, facsimiles
- responding to diversity, including gender and disability.

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to workplace communication in the public sector such as privacy, confidentiality, freedom of information
- principles of effective communication, including presentations
- knowledge of organisation processes and hierarchy
- official communication channels
- organisational protocols and etiquette for oral communication
- conflict resolution techniques
- meeting formats and requirements
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health, safety and environment in the context of workplace communication

Evidence Guide

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- workplace communication strategies used in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to workplace communication in the public sector
- case studies and workplace scenarios to capture the range of situations likely to be encountered when using workplace communication strategies in the public sector

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when using workplace communication strategies, including coping with difficulties, irregularities and breakdowns in routine
• workplace communication strategies used in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:
• people with disabilities
• people from culturally and linguistically diverse backgrounds
• Aboriginal and Torres Strait Islander people
• women
• young people
• older people
• people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:
• case studies
• demonstration
• observation
• questioning
• scenarios
• simulation or role plays
• authenticated evidence from the workplace and/or training courses

For consistency of assessment
Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

| Enquiries may be: | • face-to-face  
|                  | • by telephone  
|                  | • via technology and other media, such as computers, email, short message service (SMS), facsimile, pagers  
|                  | • long or complex enquiries from internal or external clients  
|                  | • at organisational rather than workgroup level |

| Other clients may be: | • other agencies  
|                      | • unions  
|                      | • professional bodies  
|                      | • special interest groups  
|                      | • Minister’s office  
|                      | • interstate or international clients  
|                      | • general public |

| Active listening may include: | • listening for central ideas  
|                               | • considering how information applies to the situation/person  
|                               | • identifying/eliminating emotional triggers or psychological deaf spots  
|                               | • using techniques for staying in touch with what the speaker is saying, as thought speed outstrips speed of speech  
|                               | • paraphrasing  
|                               | • summarising  
|                               | • using silence to elicit additional information |
- using and recognising body language

**Specific needs** may relate to:
- age
- cultural background
- disability
- educational level
- emotional state
- ethnicity
- expertise
- family responsibilities
- gender
- interests
- interpersonal approach
- language
- life experience
- marital status
- personality
- physical ability
- political orientation
- religious belief
- sexual orientation
- socio-economic background
- thinking/learning styles
- work experience
- working styles

**Legislation, code of conduct and ethics standards** may include:
- Commonwealth and State/Territory legislation, standards and guidelines especially relating to equal employment opportunity, diversity, anti-discrimination
- government policy
- public sector code of ethics
- national standards
- the organisation's policies and practices
- organisational code of conduct
- international legislation/codes of behaviour

**Trust-building behaviours** may include:
- listening
- sharing
- helping
- encouraging
- speaking frankly and directly
- respecting opinions
- being consistent
- cooperating
- acting as equals
- being confident, self-assured
- accentuating the positive
- acting calmly under stress
- acting spontaneously and authentically
- being empathetic
- providing fair and accurate feedback
- being physically or psychologically close
- freeing and allowing
- being caring/friendly
- accepting and tolerating most behaviours
- transparent, open, above board
- open to new ideas and information
- verbal and non-verbal congruency
- resolving conflict and interpersonal problems
- empowering and building up others
- treating others as individuals

**Presentations** may be:

- oral
- formal/informal
- to a small/larger group depending on the size of the workgroup
- supported by graphs, charts, tables or other information
- supported by electronic slideshow/presentation

**Feedback** may include:

- informal feedback during the presentation
- informal feedback after the presentation
- feedback from supervisor, as part of performance management
PSPLEGN301B Comply with legislation in the public sector

Unit Descriptor
This unit covers compliance with legislation and related public sector policy guidelines and procedures. It includes identifying and complying with legislative requirements and reporting incidents of non-compliance.

Elements and Performance Criteria

**ELEMENT** | **PERFORMANCE CRITERIA**
--- | ---
1. **Identify legislative requirements** | 1.1 Information is accessed that covers the range of *legislation and guidelines* relating to the workplace and is current and comprehensive.
   | 1.2 Key requirements of relevant pieces of legislation are identified and confirmed with senior staff.
   | 1.3 Requirements of legislation are clarified to confirm understanding and ensure consistency of interpretation and application.
   | 1.4 Clarification is obtained of the way various pieces of legislation are integrated to provide a legislative framework for public sector work.
   | 1.5 Advice is obtained when apparently *conflicting legislative directives* are found.
2. **Comply with legislative requirements** | 2.1 Work practices are carried out in accordance with the requirements of legislation relating to the work environment.
   | 2.2 Own conduct is reviewed and feedback from others is used to confirm continuing compliance with legislative requirements.
3. **Report incidents of non-compliance** | 3.1 Possible breaches of legislation are raised promptly with an authorised person/body in accordance with organisational procedures.
   | 3.2 *Inadequacies in workplace procedures* which may contribute to non-compliance are raised in accordance with organisational procedures.

Required Skills and Knowledge

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

**Skill requirements**
Look for evidence that confirms skills in:
- undertaking research and evaluation
- undertaking self-assessment
- reading complex and formal documents such as legislation and related materials to apply them to work practices and to identify inappropriate conduct
- communicating with others involving exchanges of complex oral and written information
- using technology to access legislative requirements
- responding to diversity, including gender and disability
- applying environmental and occupational health and safety procedures

**Knowledge requirements**
Look for evidence that confirms knowledge and understanding of:
- the range of legislation relating to the public sector (including occupational health and safety and environment) and the key requirements of each
- public sector codes of ethics/conduct
- equal employment opportunity, equity and diversity principles
- organisational processes/procedures for responding to legislative issues
Evidence Guide

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- compliance with legislation in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- public sector legislation, regulations and guidelines
- procedures and protocols
- scenarios and case studies to capture the range of situations likely to be encountered when complying with public sector legislation

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when complying with legislation in the public sector, including coping with difficulties, irregularities and apparently conflicting legislative requirements
- compliance with legislation in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

| Legislation and guidelines may relate to: | • public sector standards: |
| | • codes of conduct/ethics |
| | • guarantee of service |
- legislated standards
- State/Territory/Commonwealth/organisational standards
- technical/industrial standards
- professional standards
- industry competency standards
- anti-corruption legislation
- whistleblowers’ protection
- public sector employment:
  - employee relations
  - chief executive officer’s instructions
  - Commissioner’s instructions
- public sector notices
- workplace environment:
  - equal employment opportunity
  - affirmative action
  - workplace diversity
  - anti-discrimination
  - workplace harassment
  - occupational health and safety
  - duty of care
  - security, storage, handling and classification of documents
- financial management and accountability:
  - Treasurer’s instructions
  - contractual obligations
  - transparency:
    - freedom of information
    - professional reporting
    - accountability
    - fair trading
- business and community:
  - privacy
  - trade practices
  - competition
  - road transport legislation
  - information and records management standards and legislation
- the organisation’s enabling legislation, regulations
- aspects of common law, criminal law, contract law, employment law and administrative law, including judges’ rules
- international legislation/codes of behaviour

Conflicting legislative directives may include:
- apparent contradiction between statutes
- apparent conflict between statutes and policy requirements

Inadequacies in workplace
- insufficient financial/other controls
- insecure Internet/fax access
| **procedures** may include: | • non-auditable records processes  
• ambiguous guidelines  
• no guidelines  
• unnecessary complexity  
• use of non-current legislation |
PSPOHS301A Contribute to workplace safety

Unit Descriptor
This unit covers the competency to contribute to a safe workplace for self and others. It includes contributing to workplace safety arrangements, identifying hazards and controlling risks.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contribute to participative workplace safety arrangements</td>
<td>1.1 Occupational health and safety issues are addressed/reported to designated personnel in accordance with workplace procedures and occupational health and safety legislation. 1.2 Contributions are made to participative workplace safety arrangements within organisational procedures and scope of responsibilities and competencies.</td>
</tr>
<tr>
<td>2. Identify hazards and control risks</td>
<td>2.1 Existing and potential hazards in the work area are identified, dealt with and/or reported to designated personnel according to workplace procedures. 2.2 Workplace procedures and work instructions for controlling risks are identified and implemented. 2.3 Workplace procedures for dealing with accidents and other hazardous events are followed whenever necessary within scope of responsibilities and competencies. 2.4 Feedback on the effectiveness of safety procedures and risk control measures is provided to enable improvements to be made where necessary.</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

Skill requirements
Look for evidence that confirms skills in:
- applying objective identification of workplace safety issues
- documenting hazards in clear language according to organisational guidelines
- accessing workplace safety legislation, policies and procedures electronically or in hard copy
- reading documentation such as workplace safety legislation, policies and procedures and applying them to work practices
- tailoring communication to suit different audiences, such as colleagues, management, safety representatives, inspectors
- responding to diversity, including gender and disability

Knowledge requirements
Look for evidence that confirms knowledge and understanding of:
- legal rights and responsibilities of the workplace parties
- the ways in which occupational health and safety is managed in the workplace, and legal requirements
- participative arrangements for workplace safety
- workplace hazards and associated risks
- preferred order of ways to control risks
- occupational health and safety procedures
- the meaning of workplace occupational health and safety symbols and signs
- designated workplace personnel responsible for occupational health and safety
Evidence Guide

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- contribution to workplace safety in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- organisational occupational health and safety legislation, policies and procedures
- details of the organisation's occupational health and safety system
- information on hazards and risks relevant to the workplace
- personal protective equipment
- relevant work areas for identification of hazards and control measures

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when contributing to workplace safety, including coping with difficulties, irregularities and breakdowns in routine
- the applicant to contribute to workplace safety in a range of (3 or more) contexts (or occasions, over time)
- the assessor to have recognised expertise in managing occupational health and safety in the industry, or work in an assessment team with such a person.

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or...
environments

Range Statement

Occupational health and safety issues may include:

- hazards relating to the physical environment
- workplace stress
- conflict
- bullying
- harassment

Designated personnel may include:

- supervisors
- managers
- team leaders
- designated occupational health and safety officers
- health and safety representatives
- other persons authorised or nominated by the enterprise or industry to:
  - perform specified work
  - approve specified work
  - inspect specified work
  - direct specified work

Occupational health and safety legislation may include:

- State/Territory/Commonwealth occupational health and safety acts, regulations and codes of practice including, but not limited to:
- regulations and codes of practice relating to hazards present in the workplace or industry
- general duty of care under occupational health and safety legislation and common law
- provisions relating to roles and responsibilities of health and safety representatives and/or occupational health and safety committees
- provisions relating to occupational health and safety issue resolution

Contributions may include:

- identifying and reporting hazards and their associated risks
- identifying safety issues and hazards that can be addressed immediately and taking action in accordance with safety procedures
- reporting on effectiveness of safety procedures and risk controls
- suggesting improvements to procedures and controls
- listening to the ideas and opinions of others in the workplace
- sharing opinions, views, knowledge and skills

Participative workplace safety arrangements may include:

- formal and informal health and safety meetings
- health and safety committees
- other committees, for example, consultative, planning and purchasing
- meetings called by health and safety representatives
- suggestions, requests, reports and concerns put forward to management

Hazard identification may include:

- checking equipment or the work station and work area before work commences and during work
- workplace inspections
- responding to physical cues that ergonomics are ineffective and need adjustment
- on-the-job housekeeping checks (spills, furniture out of place, loose hand rails, curling mats, frayed cords, etc)
Workplace procedures may include:
- anticipation of potential hazards
- complying with workplace occupational health and safety symbols and signs
- hazard reporting procedures
- job procedures, safe work instructions and allocation of responsibilities
- emergency procedures
- incident and near miss reporting and recording procedures
- consultation on occupational health and safety issues
- correct selection, use, storage and maintenance procedures for use of personal protective equipment
- risk control procedures

Controlling risks may include actions such as:
- consultation with others
- measures to remove the cause of the risk at its source
- application of the hierarchy of control, namely:
  - elimination
  - substitution
  - engineering controls
  - administrative controls
  - personal protective equipment

Other hazardous events may include:
- fires
- bomb threats
- chemical spills
- occupational violence
- natural disasters/events
- terrorist attacks
PSPGOV303B Build and maintain internal networks

Unit Descriptor
This unit covers building, expanding and utilising internal networks. It includes identifying key internal stakeholders, identifying or establishing network links with key internal stakeholders and participating in internal networks.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Identify key internal stakeholders | 1.1 Key internal stakeholders and their needs, expectations and roles are identified.  
1.2 Individual and organisational benefits of networking with key internal stakeholders are identified and evaluated. |
| 2. Build network links with key internal stakeholders | 2.1 New network links between self and key internal stakeholders are established, maintained in accordance with legislation, policy and procedures and used effectively.  
2.2 Existing network links between key internal stakeholders are identified and maintained, and strategies to expand them are identified and initiated.  
2.3 Networking strategies are used to maintain internal networks in accordance with organisational policy and procedures. |
| 3. Participate in internal networks | 3.1 Information is provided to internal stakeholders to ensure an understanding of own role and to exchange information to increase workgroup effectiveness.  
3.2 Internal stakeholder input and feedback is obtained, assessed and acted upon if necessary.  
3.3 Assistance is obtained to deal with any misunderstandings or conflict situations that arise within internal networks in accordance with principles of conflict resolution. |

Required Skills and Knowledge

Skill requirements
Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to public sector environment
- using interpersonal and group communication with diverse internal networks including negotiation, consultation, liaison
- using formal and informal organisational communication channels
- responding to diversity, including gender and disability
- identifying and obtaining assistance to resolve conflicts in a networking context
- applying procedures relating to occupational health and safety and environment in the context of internal networking

Knowledge requirements
Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to work in a public sector environment
- organisational structure and protocols
- organisational communication channels
- principles of interpersonal, group, system and organisational communication
- principles of conflict resolution
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in
Evidence Guide

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- internal networks built/maintained in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to the public sector
- organisational charts
- case studies and workplace scenarios to capture the range of situations likely to be encountered when building and maintaining internal networks

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when building and maintaining internal networks, including coping with difficulties, irregularities and breakdowns in routine
- internal networks built/maintained in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.
<table>
<thead>
<tr>
<th>Range Statement</th>
<th></th>
</tr>
</thead>
</table>
| **Key internal stakeholders** may include: | • colleagues  
• junior officers  
• supervisors  
• advisers  
• senior managers within the organisation |
| **Legislation, policy and procedures** may include: | • State/Territory and Commonwealth legislation and regulations such as:  
• government legislation  
• public sector management acts  
• financial management acts  
• privacy legislation  
• equal employment opportunity, anti-discrimination and harassment legislation  
• occupational health and safety legislation  
• consumer legislation  
• environment  
• risk management guidelines  
• ethics and accountability standards  
• public sector standards  
• fraud control standards  
• government security standards  
• organisational policy, procedures and protocols |
| **Networks** may include: | • formal or informal networks  
• circulation lists  
• e-networks, such as bulletin boards  
• virtual communities  
• subject matter experts |
| **Network strategies** may include: | • maintaining regular contact  
• individual marketing  
• distribution of materials  
• participation in teams  
• volunteering to participate in special projects  
• organising/participating in team-building or social events |
**PSPGOV307B Organise workplace information**

**Unit Descriptor**
This unit covers organisation of information in the workplace. It includes collecting and assessing information, organising and providing information.

In practice, organising workplace information may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working effectively, working with diversity, using resources, assisting with scientific technical support, undertaking basic procurement, calculating duty and other taxes, undertaking routine inspections and monitoring, searching land, investigating tenure and land use history, processing claims, etc.

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Collect and assess information | 1.1 **Information** is gathered and recorded within specified timeframes and according to organisational procedures.  
1.2 Information gathered is checked for accuracy and to ensure it meets relevant work requirements.  
1.3 Confidentiality and privacy procedures are followed. |
| 2. Organise and provide information | 2.1 Information and materials are organised and **stored** within established procedures.  
2.2 Information is organised for easy access by relevant staff.  
2.3 Records maintenance is completed in a manner that is accurate, up-to-date and in a format acceptable to the organisation.  
2.4 Security procedures are followed for information storage and retrieval.  
2.5 Incoming information and materials within the area of responsibility are sorted and distributed to relevant staff in accordance with **legislation, policy and procedures**.  
2.6 Information is communicated to relevant staff clearly and within appropriate timeframes.  
2.7 Information is used to develop options for consideration and action as required. |

**Required Skills and Knowledge**

**Skill requirements**
Look for evidence that confirms skills in:
- establishing and maintaining filing systems
- applying computer technology to data storage, security, retrieval and presentation
- applying information security requirements
- undertaking basic statistical and numerical manipulation
- problem solving and referring problems as required
- communicating with colleagues and supervisors
- responding to diversity, including gender and disability
- applying public sector legislation such as occupational health and safety and environment in the context of organising workplace information

**Knowledge requirements**
Look for evidence that confirms knowledge and understanding of:
- legislation, policies, procedures and guidelines relating to information handling in the public sector, such as confidentiality, privacy, security, freedom of information
- public sector standards
- organisational information handling and storage procedures
electronic and manual filing systems
- databases and data storage systems
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of information management

Evidence Guide

Overview of evidence requirements
In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:
- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- organisation of workplace information in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment
These resources include:
- legislation, policy, procedures and protocols relating to information in the public sector
- case studies and workplace scenarios to capture the range of situations likely to be encountered when organising workplace information

Where and how to assess evidence
Valid assessment of this unit requires:
- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when organising workplace information, including coping with difficulties, irregularities and breakdowns in routine
- organisation of workplace information in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:
- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment
Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or
Range Statement

**Information is:**
- specified by the work of the organisation and may include:
  - basic numerical and statistical data
  - legislative, organisation, and policy requirements
  - client data
  - registries and file records
  - library materials
  - financial records
  - mail
  - human resources records
  - asset details
  - meta-data

**Storage of information may include:**
- systems which are internal and external to the organisation
- manual and computer files
- databases
- information systems
- records management systems
- web sites

**Legislation, policy and procedures may include:**
- Commonwealth and State/Territory legislation, standards and guidelines especially relating to privacy, confidentiality, freedom of information, security, fraud control, copyright, intellectual property
- government policy
- public sector code of ethics
- Australian standards such as records management, knowledge management, risk management
- the organisation's policies and practices
- organisational code of conduct
PSPGOV309A Address client needs

Unit Descriptor

This unit covers client service where a relationship is established with the client to address their needs. Staff may need to explore with clients what outcomes are possible and would best promote satisfaction. It may also require staff to be familiar with a product/service that is capable of customisation. The nature of the service/product delivery may need to be explored with the client. The unit includes assisting clients to articulate needs, satisfying client needs and exercising judgment to resolve client service issues.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assist clients to articulate needs</td>
<td>1.1 <em>Client</em> needs are fully explored, <em>specified</em> and agreed.</td>
</tr>
<tr>
<td></td>
<td>1.2 Available services/products are matched to client needs.</td>
</tr>
<tr>
<td></td>
<td>1.3 Options for meeting needs are identified to clients and <em>explained</em> in a manner suited to client requirements.</td>
</tr>
<tr>
<td></td>
<td>1.4 Clients are assisted to evaluate service/product options to satisfy their needs in line with <em>organisational policy and guidelines</em>.</td>
</tr>
<tr>
<td></td>
<td>1.5 <em>The rights and responsibilities</em> of clients in relation to the product/service are identified and <em>communicated</em> to clients in accordance with <em>legislation, policy and procedures</em>.</td>
</tr>
<tr>
<td>2. Satisfy client needs</td>
<td>2.1 Preferred product/service is determined and prioritised for action.</td>
</tr>
<tr>
<td></td>
<td>2.2 Customised solutions to client needs are developed within limits of own authority, and delivered in accordance with legislation, policy and procedures.</td>
</tr>
<tr>
<td></td>
<td>2.3 Where the required service cannot be provided, an explanation is provided to clients as to why need/s cannot be met.</td>
</tr>
<tr>
<td></td>
<td>2.4 An acceptable alternative is recommended to clients and if none is available, any further actions that can be taken are explained.</td>
</tr>
<tr>
<td>3. Exercise judgment to resolve client service issues</td>
<td>3.1 Potential difficulties in client service delivery and its impact for clients and the organisation are identified.</td>
</tr>
<tr>
<td></td>
<td>3.2 Options for resolution available within limits of own authority are <em>explained</em> to clients.</td>
</tr>
<tr>
<td></td>
<td>3.3 Viable options are proposed in accordance with legislation, policy and procedures.</td>
</tr>
<tr>
<td></td>
<td>3.4 Positive actions are taken to address issues within legislative and policy constraints.</td>
</tr>
<tr>
<td></td>
<td>3.5 Matters where a solution cannot be found are referred in accordance with organisational procedures.</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

Skill requirements

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to client service
- communicating with a diverse range of clients
- negotiating variations and changes with clients within limits of own authority and referring to senior staff as required by policy and procedures
- using a variety of words and language structures to explain sometimes complex ideas to different audiences
- developing the required knowledge of services delivered to clients
- responding to diversity, including gender and disability
• applying procedures relating to occupational health and safety and the environment in the context of client service

Knowledge requirements
Look for evidence that confirms knowledge and understanding of:
• legislation, regulations, policies, procedures and guidelines relating to client services, such as:
  • public sector management acts
  • privacy legislation
  • anti-discrimination and harassment legislation
  • occupational health and safety legislation
  • consumer legislation
  • environment legislation
  • risk management guidelines
  • ethics and accountability standards
  • public sector standards
  • fraud control standards
  • government security standards
  • organisational policy, procedures and protocols
  • organisational products/services to a sufficient breadth and depth to be able to develop a customised solution for a client
  • organisational standards for client service
  • the importance of communication in delivering client service
  • the individual's role in delivering client service on behalf of the organisation
  • equal employment opportunity, equity and diversity principles
  • public sector legislation such as occupational health and safety and environment in the context of client services

Evidence Guide
Overview of evidence requirements
In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:
• the knowledge requirements of this unit
• the skill requirements of this unit
• application of Employability Skills as they relate to this unit
• assessment of client needs in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment
These resources include:
• legislation and organisational policy, procedures and protocols relating to client service
• case studies and workplace scenarios to capture the range of client services situations likely to be encountered

Where and how to assess evidence
Valid assessment of this unit requires:
• a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when addressing client needs, including coping with difficulties, irregularities and breakdowns in routine
• assessment of client needs in a range of (3 or more) contexts (or occasions, over time).
Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Some assessment of this unit may be carried out in languages other than English where an officer is working with specific language groups.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

**For consistency of assessment**

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

**Range Statement**

<table>
<thead>
<tr>
<th>Clients may include:</th>
<th>Specification of client needs may require:</th>
</tr>
</thead>
<tbody>
<tr>
<td>internal or external clients</td>
<td>detailed product knowledge for recommending customised solutions</td>
</tr>
<tr>
<td>clients with routine or special requests</td>
<td>not only application of organisation procedures, but also broader issues such as ethics, industry practice and relevant government policies and regulations</td>
</tr>
<tr>
<td>regular and new clients</td>
<td>client relationships that will typically involve interacting with clients a number of times over an extended period</td>
</tr>
<tr>
<td>people from a range of social, cultural or ethnic backgrounds</td>
<td>an ongoing and deep engagement with the client and the discussion/negotiation of alternatives</td>
</tr>
<tr>
<td>people with varying physical and mental abilities</td>
<td></td>
</tr>
<tr>
<td>people who may be unwell, drug affected or emotionally distressed</td>
<td></td>
</tr>
</tbody>
</table>

**Explanations of options for meeting needs may be made through:**

- face-to-face interactions
- answering the telephone
- interactions with team members
- written communication
- brochures, information sheets
| **Organisational policies and guidelines** may include: | • procedural manuals  
• product/service manuals, labels, instructions  
• staff appearance and presentation  
• quality systems, standards and guidelines  
• intranet - online organisational reference material |
| **Rights and responsibilities** may include: | • legislative rights  
• informed consent  
• fulfilment of external obligations  
• those identified in the organisation's client service charter |
| **Communication techniques** may include: | • using active listening  
• using open and/or closed questions  
• speaking clearly and concisely  
• varying language and tone of voice to suit the audience and purpose  
• giving clients full attention  
• maintaining eye-contact when culturally appropriate (for face-to-face interactions)  
• using non-verbal communication (for face-to-face interactions) such as:  
  • body language  
  • personal presentation.  
  • using clear, legible writing  
  • handling sensitive and confidential issues |
| **Legislation, policy and procedures** may include: | • State/Territory and Commonwealth legislation and regulations such as:  
  • public sector management acts  
  • financial management acts  
  • privacy legislation  
  • equal employment opportunity, anti-discrimination and harassment legislation  
  • occupational health and safety legislation  
  • consumer legislation  
  • environment legislation  
  • Commissioner's instructions  
  • risk management guidelines  
  • ethics and accountability standards  
  • public sector standards  
  • fraud control standards  
  • government security standards  
  • organisational policy, procedures and protocols |
| **Explanation of options for resolution** may include: | • effective listening  
• questioning  
• constructive feedback  
• issues identification  
• exploring options  
• identifying areas of agreement  
• recording agreements  
• non-verbal as well as verbal communication |
- culturally appropriate strategies, language and non-verbal cues
**PSPGOV311A Work with a coach or mentor**

**Unit Descriptor**
This unit covers coaching/mentoring from the point of view of the person being coached/mentored. It includes arranging for coaching/mentoring, working with a coach/mentor and maximising coaching/mentoring results.

In practice, working effectively with a coach or mentor may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working effectively in the organisation, working with diversity, giving and receiving feedback, etc.

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Arrange for coaching/mentoring | 1.1 The need for assistance is identified and the benefits of coaching versus mentoring discussed with others to determine best option.  
1.2 Coaching/mentoring is selected in accordance with the identified benefits.  
1.3 A checklist is prepared to assist in explaining the purpose and desired outcomes of the coaching/mentoring arrangement.  
1.4 Assistance is obtained where necessary, to identify and approach suitable person/s to request coaching/mentoring in accordance with the coaching/mentoring plan.  
1.5 Selected person/s are approached and a coaching/mentoring arrangement is negotiated in accordance with the identified need, personal expectations, the ability of the coach/mentor to provide the service, cultural and other considerations. |
| 2. Work with a coach/mentor | 2.1 Ground rules are established and realistic expectations set with the coach/mentor.  
2.2 Options to attain goals are explored and a plan is prepared with the coach/mentor to formalise the arrangement.  
2.3 Coaching/mentoring input is used constructively in accordance with established goals.  
2.4 Time is managed to achieve learning goals.  
2.5 Progress is monitored and goals achieved or adjusted as required. |
| 3. Maximise coaching/mentoring results | 3.1 The initiative is taken to build and maintain the coaching/mentoring relationship.  
3.2 Productive questions are formulated and used to obtain information and feedback from coaching/mentoring.  
3.3 Active listening is used to ensure coaching/mentoring time is used productively.  
3.4 Techniques are used for resolving differences/problems without damaging the relationship, or assistance is obtained in accordance with organisational policy and procedures.  
3.5 New learning is consolidated to maximise coaching/mentoring results.  
3.6 Closure of the coaching/mentoring arrangement is negotiated once goals have been met or either party wishes to withdraw. |

**Required Skills and Knowledge**

**Skill requirements**
Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to/impacting on coaching/mentoring in the public sector
- using a range of communication techniques including active listening, questioning,
giving and receiving feedback, negotiating, constructive conflict resolution

- planning and setting objectives
- self-assessing learning style, the need for coaching/mentoring and ongoing competency development
- building coaching/mentoring relationships
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of coaching/mentoring

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to coaching/mentoring in the public sector such as those dealing with privacy, confidentiality, anti-discrimination, harassment, workplace bullying
- the role of coaching and mentoring in competency development and career enhancement
- differences between coaching and mentoring and the benefits of each
- principles of emotional intelligence and its application to working in a one-to-one relationship with a coach/mentor
- equal employment opportunity, equity and diversity principles
- the value of diversity in a coaching/mentoring arrangement
- public sector legislation such as occupational health and safety and environment in the context of coaching/mentoring

Evidence Guide

Overview of requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- effectively working with a coach or mentor in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, organisational policy, procedures and protocols relating to coaching/mentoring
- ground rules for coaching/mentoring agreements
- current background materials on workplace coaching/mentoring
- case studies and workplace scenarios to capture the range of coaching/mentoring arrangements likely to be encountered in the public sector

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when working effectively with a coach or mentor, including coping with difficulties, irregularities and breakdowns in routine
- effectively working with a coach or mentor in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the
needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training

### For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

### Range Statement

<table>
<thead>
<tr>
<th>Coaching:</th>
<th>Mentoring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• has a focus on the acquisition of job skills and knowledge</td>
<td>• has a focus on personal growth and learning</td>
</tr>
<tr>
<td>• is results oriented</td>
<td>• includes a wide range of learning oriented to:</td>
</tr>
<tr>
<td>• is performance, success or goal directed</td>
<td>• exchange of wisdom</td>
</tr>
<tr>
<td>• emphasises action or improved performance in a specific area</td>
<td>• support</td>
</tr>
<tr>
<td>• requires good interpersonal relations</td>
<td>• guidance in personal or professional growth</td>
</tr>
<tr>
<td>• is provided by a coach who:</td>
<td>• is a relationship, not simply focused on a procedure or activity</td>
</tr>
<tr>
<td>• provides learning opportunities or helps identify them</td>
<td>• is one person professionally assisting the professional development of another</td>
</tr>
<tr>
<td>• monitors performance</td>
<td>• is a developmental effort to build skills and knowledge for advancement based on merit, rather than alliances/politically-based partnerships to advance careers based on politics rather than aptitude</td>
</tr>
<tr>
<td>• provides constructive feedback</td>
<td>• is provided by a mentor who:</td>
</tr>
<tr>
<td>• is internal or external to the organisation/public sector</td>
<td>• facilitates the mentoree's professional growth</td>
</tr>
<tr>
<td>• maintains confidentiality in the relationship</td>
<td>• provides information, guidance and constructive comments</td>
</tr>
<tr>
<td></td>
<td>• evaluates the mentoree's plans and decisions</td>
</tr>
</tbody>
</table>
- supports, encourages and, where necessary, highlights shortfalls in agreed performance
- maintains confidentiality in the relationship

**Others may include:**
- supervisor
- peers
- counsellor
- support person
- case manager

**Assistance may be provided by:**
- supervisor
- peers
- counsellor
- support person
- case manager

**Coaching/mentor arrangements may include:**
- internal partnership
- purchased service from outside the organisation

**Cultural and other considerations may include:**
- choosing a coach/mentor with compatible attributes or very different attributes depending on the purpose and objectives of the relationship
- age
- cultural background
- disability
- educational level
- ethnicity
- expertise
- family responsibilities
- gender
- interests
- interpersonal approach
- language
- learning/thinking styles
- life experience
- marital status
- personality
- physical ability
- political orientation
- religious belief
- sexual orientation
- socio-economic background
- work experience
- working styles

**Ground rules may include:**
- relationship is voluntary
- arrangement is confidential
- coaching/mentoring partners should not be in the same chain of command
- mentor should not be a direct manager of the person being mentored
- coach may be supervisor of the person being coached
- for internal arrangements during work hours, supervisors of both coaching/mentoring partners must approve
- coach/mentor's guidance and counsel does not supersede that of the supervisor in work-related matters
- training for coaching/mentoring partners
- a coaching/mentoring agreement
- active involvement of both partners in the coaching/mentoring process
- fee for service/contractual arrangement
- accessibility of coach/mentor
- options to finalise arrangements

<table>
<thead>
<tr>
<th>Coaching/mentoring plan may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• explicit expectations/purpose</td>
</tr>
<tr>
<td>• well-defined objectives</td>
</tr>
<tr>
<td>• problems (past, present, future) that may constrain achievement of the objectives</td>
</tr>
<tr>
<td>• clear statement of what the coach/mentor would do</td>
</tr>
<tr>
<td>• goals set by the organisation (coaching)</td>
</tr>
<tr>
<td>• goals set by the individual and the coach/mentor</td>
</tr>
<tr>
<td>• expected timeframe/time commitments</td>
</tr>
<tr>
<td>• meeting arrangements - face-to-face, distance, email</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Productive questions may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• open rather than closed:</td>
</tr>
<tr>
<td>• what?</td>
</tr>
<tr>
<td>• why?</td>
</tr>
<tr>
<td>• when?</td>
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<tr>
<td>• how?</td>
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<tr>
<td>• where?</td>
</tr>
<tr>
<td>• who?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Active listening may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• listening for central ideas</td>
</tr>
<tr>
<td>• considering how information applies to the situation/person</td>
</tr>
<tr>
<td>• identifying/eliminating emotional triggers</td>
</tr>
<tr>
<td>• using techniques for staying in touch with what the speaker is saying, as thought speed outstrips speed of speech</td>
</tr>
<tr>
<td>• paraphrasing</td>
</tr>
<tr>
<td>• summarising</td>
</tr>
<tr>
<td>• using silence to elicit additional information</td>
</tr>
<tr>
<td>• using and recognising body language</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Techniques for resolving differences may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• finding a mutually beneficial solution</td>
</tr>
<tr>
<td>• inviting discussion</td>
</tr>
<tr>
<td>• providing explanations for rejecting advice that is not accepted</td>
</tr>
<tr>
<td>• not laying blame</td>
</tr>
<tr>
<td>• using 'I' messages</td>
</tr>
<tr>
<td>• agreeing to end the relationship and seek alternative arrangement with someone else</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ways to consolidate learning may</th>
</tr>
</thead>
<tbody>
<tr>
<td>• identifying patterns</td>
</tr>
<tr>
<td>• reviewing learning soon after it occurs</td>
</tr>
<tr>
<td>• recording learning in writing, on audiotape or using diagrams</td>
</tr>
</tbody>
</table>
include:
- discussing learning with others
- rehearsing
- arranging additional practice
- applying learning in real work situations
BSBLED301A Undertake e-learning

Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to undertake learning using electronic and communication technologies. It relates to the identification of learning needs and opportunities and to the development of an e-learning plan.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify learning needs</td>
<td>Identify personal <strong>learning needs</strong> and skill gaps through self assessment. Self-assess <strong>learning factors</strong> related to e learning and identify any <strong>support</strong> required to optimise e learning outcomes. 1.3. Identify and prioritise required outcomes from e learning in accordance with individual, team and organisational requirements.</td>
</tr>
<tr>
<td>2. Identify e-learning opportunities</td>
<td>2.1. In consultation with management, assess the range of suitable <strong>e-learning opportunities</strong> in accordance with identified learning outcomes, available technology, time and budgetary requirements. 2.2. Examine e learning content, materials and <strong>on-line methodology</strong> to determine their quality, applicability and acceptability to individual and organisational requirements. 2.3. Determine <strong>blended training solutions</strong> in accordance with organisational requirements where e learning opportunities alone are insufficient to meet personal learning needs.</td>
</tr>
<tr>
<td>3. Develop an e-learning plan</td>
<td>3.1. Negotiate the inclusion of agreed e learning opportunities and timeframes in learning plans in accordance with individual and organisational needs. 3.2. Negotiate and include time required to access e learning opportunities in learning plans. 3.3. Prepare, and obtain management agreement for, learning plans and required resources. 3.4. Negotiate with management for the recognition of competencies developed through e learning.</td>
</tr>
<tr>
<td>4. Undertake e-learning</td>
<td>4.1. Agree re-negotiated workload and deadlines with management to provide for the allocation of e learning time in accordance with agreed e learning plan and budgetary requirements. 4.2. Undertake e learning in accordance with e learning plan and <strong>manage contingencies</strong> when <strong>unforeseen circumstances</strong> arise. 4.3. Manage the integration of work and learning in accordance with the e learning plan and organisational requirements.</td>
</tr>
<tr>
<td>5. Review e-learning</td>
<td>5.1. Evaluate the e learning experience in terms of its applicability to individual learning style and individual / organisational satisfaction with the process and the outcomes. 5.2. Consider the advantages and disadvantages of e learning and make recommendations regarding participation in future e learning where necessary. 5.3. Review and adjust individual e learning plan in accordance with individual requirements and organisational needs.</td>
</tr>
</tbody>
</table>
Required Skills and Knowledge

Required skills
- communication skills for negotiation with management
- computer literacy to access e-learning
- literacy skills to interpret information about e-learning opportunities
- numeracy skills of complying with budgetary requirements
- self assessment skills to identify skill gaps
- self management skills to maintain motivation and seek assistance
- time management skills

Required knowledge
- Internet / World Wide Web
- legal, ethical and security issues relating to e-learning
- organisational learning and development policy
- personal competency requirements
- relevant legislation, codes and national standards such as:
  - award and enterprise agreements
  - national, State/Territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice
- OECD International Guidelines for Consumer Protection in E-Commerce
- copyright laws
- anti-discrimination
- defamation laws
- privacy legislation
- intellectual property, confidentiality requirements.

Evidence Guide

Overview of assessment

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

Evidence of the following is essential:
- integrated demonstration of all elements of competency and their performance criteria
- negotiating with stakeholders to develop an e-learning plan that meets individual and organisational needs
- successful contingency management
- satisfactory e-learning outcomes for self and organisation.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
- assessment of learning outcomes resulting from the application of e-learning and the development of options to address contingencies
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- observation of presentations on e-learning programs
- review of learning plan and its development
- oral or written questioning to assess knowledge of e-learning
applications, self-assessment processes and evaluation techniques.

* Evidence should be collected over a period of time which is sufficient to include an appropriate range and variety of situations.

<table>
<thead>
<tr>
<th>Range Statement</th>
<th>RANGE STATEMENT</th>
</tr>
</thead>
</table>
| **Learning needs** may include: | • application of new information  
• business processes  
• competencies to access e-learning  
• corporate values and culture  
• development/update of existing skills and knowledge  
• new technology  
• new work practices |
| **Learning factors** may include: | • comfort with online technologies  
• cultural, language and educational background  
• language, literacy and numeracy  
• level of confidence or anxiety  
• physical ability / disability  
• preferred learning style  
• previous experience with e-learning |
| **Required support** may include: | • access to the internet from home  
• class-based / face-to-face  
• dedicated e-learning personal computer in a quiet location in the workplace  
• induction into e-learning  
• laptop computer  
• learning / assessment partners  
• online tutors  
• print-based materials  
• technical experts  
• workplace mentors |
| **e-learning opportunities** may include: | • discussion boards  
• e-mail  
• intranet  
• iPod  
• mobile phones  
• multi-media  
• PC based  
• video-conferencing  
• internet |
| **Online methodology** may include: | • adaptable to learner preferences and values  
• business simulations  
• choice of male or female 'mentor'  
• e-seminars, with experts talking on video about cutting edge |
### RANGE STATEMENT

<table>
<thead>
<tr>
<th>Developments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• e-study: a blend of text, graphics and on-screen interactions</td>
<td></td>
</tr>
<tr>
<td>• exploration of underlying issues</td>
<td></td>
</tr>
<tr>
<td>• interaction with fellow e-students and instructors in threaded discussions</td>
<td></td>
</tr>
<tr>
<td>• interactive technologies</td>
<td></td>
</tr>
<tr>
<td>• mentor discussion re choices made</td>
<td></td>
</tr>
<tr>
<td>• personalised to user’s learning style</td>
<td></td>
</tr>
<tr>
<td>• scenarios</td>
<td></td>
</tr>
<tr>
<td>• short (10 - 15 minute) segments</td>
<td></td>
</tr>
<tr>
<td>• use of multimedia</td>
<td></td>
</tr>
<tr>
<td>• user control of the action</td>
<td></td>
</tr>
</tbody>
</table>

#### Blended training solutions

- e-learning and face-to-face training courses
- e-learning and on-the-job training
- e-learning and traditional distance education

#### Contingency management

- re-negotiating dedicated e-learning time
- re-negotiating timeframes
- re-negotiating work deadlines
- re-scheduling e-learning

#### Unforeseen circumstances

- absent staff
- changed work requirements
- illness (self or others)
- increased workload
- urgent work
BSBRKG304B Maintain business records

Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to maintain the records of a business or records system in good order on a day to day basis.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collate business records</td>
<td>1.1. Identify individual records or information which should be incorporated into business or records system according to organisational criteria</td>
</tr>
<tr>
<td></td>
<td>1.2. Sort records in accordance with workplace requirements</td>
</tr>
<tr>
<td></td>
<td>1.3. Adhere to security and access requirements in accordance with organisational procedures</td>
</tr>
<tr>
<td>2. Update business or records system</td>
<td>2.1. Identify and record control information for describing new records to be incorporated into business or records system</td>
</tr>
<tr>
<td></td>
<td>2.2. Update control information describing movement or use of records within business or records system</td>
</tr>
<tr>
<td></td>
<td>2.3. Accurately record and update control information in business or records system</td>
</tr>
<tr>
<td></td>
<td>2.4. Identify and remove records of completed business activities from current system for disposal</td>
</tr>
<tr>
<td>3. Prepare reports from the business or records system</td>
<td>3.1. Interpret requests for reports and clarify the content and frequency sought, where necessary</td>
</tr>
<tr>
<td></td>
<td>3.2. Prepare reports from business or records system in accordance with instructions or request</td>
</tr>
<tr>
<td></td>
<td>3.3. Prepare reports in accordance with organisational security and access procedures</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

Required skills
- communication skills to explain and clarify procedures, and to interview users to identify their records/information needs
- literacy skills to read and interpret nature of record content, functions and problems
- problem-solving and analysis skills to identify and manage records.

Required knowledge
- key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect aspects of business operations, such as:
  - AS 5044.1:2002 AGLS Metadata element set
  - AS 5090:2003 Work process analysis for recordkeeping
  - AS ISO 15489:2004 Records management
  - AS ISO 23081.1:2006 Information and documentation - Records management processes - Metadata for records - Principles
  - Australian Stock Exchange(ASX) Principles of Good Corporate Governance
  - ethical principles
  - codes of practice
  - privacy and freedom of information
  - archives and records legislation
occupational health and safety

- general principles and processes of records management and records management systems, such as:
  - systems of control
  - records continuum theory
  - mandate and ownership of business process
  - environmental context
  - records characteristics.

Evidence Guide

Overview of assessment

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

Evidence of the following is essential:

- complying with organisational procedures and workplace requirements
- knowledge and understanding of business or records systems
- accurately recording information.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- analysis of responses to case studies and scenarios
- demonstration of techniques
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- review of authenticated documents from the workplace or training environment
- oral or written questioning to assess knowledge of general principles and processes of business or records systems.

Range Statement

**Records** may be:

- at different stages of use:
  - active
  - archival
  - digital:
  - remote drives
  - servers
  - CDs
  - DVDs
  - imaging systems
  - PC-based applications
  - mainframe
  - physical:
  - audio-visual or multimedia
  - graphic
  - microform
  - paper-based (acid free or multiple copies
  - from a variety of sources:
  - already in the custody of the organisation
| Information may include: | • in the process of being transferred between organisations
| • customer relationship management
| • expenditure
| • human resources management
| • invoicing/sales
| • legislative/regulatory/licensing compliance
| • risk management
| • stock control
| • taxation, asset management |
| Business or records systems may be: | • archival control systems
| • business systems
| • cash register-based systems
| • characteristics relating to:
| • aggregations
| • context
| • entities
| • metadata
| • current business or records systems
| • electronic records and document management system (ERDMS)
| • informal
| • paper-based accumulation and card systems
| • PC-based accounting systems, employee and tax records systems
| • proprietary recordkeeping package
| • storage facilities systems
| • systems unique to individual workplaces and organisations |
| Security and access requirements may relate to: | • individuals or positions of individuals
| • protection of privacy
| • security restrictions
| • trade secrets or commercial-in-confidence information |
| Reports may be: | • ad hoc
| • computer generated
| • hand prepared
| • part of a management solution for another support/operational function
| • regular records management reports
| • system management reports |
**CHCCD307D Support community resources**

**Unit Descriptor**
This unit describes the knowledge and skills required to provide and maintain support to community groups

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Develop an information base | 1.1 Collect and store *relevant information about the community*, its organisations and services according to the organisation practices so ongoing work is facilitated  
1.2 Maintain a current directory of community *resources* so it is useable and accessible |
| 2. Establish relationship with *key people* | 2.1 Establish and maintain appropriate contact with *key people* using a range of *communication strategies* to ensure that the outcomes from work in the community is maximised  
2.2 Define roles and responsibilities of *key people* and services so that work is effective and coordinated |
| 3. Apply strategies for linking people | 3.1 Undertake appropriate work to create opportunities to develop supportive connections between *key people* including arranging and conducting meetings  
3.2 Identify obstacles to effective contact between people and develop appropriate strategies to overcome these  
3.3 Provide appropriate levels of ongoing support to promote community interaction |
| 4. Maintain community facilities and resources | 4.1 Maintain all relevant records and make available as required to facilitate community interaction  
4.2 Undertake appropriate work to ensure that maintenance of community *resources* is carried out according to agreed procedures and budget allocations  
4.3 Take appropriate action to ensure public and communal areas are accessible and meet community needs |

**Required Skills and Knowledge**

**Essential knowledge**:  
These include knowledge of:  
- 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  
- men  
- community education  
- Aboriginal and Torres Strait Islander people  
- mental health

**Essential skills**:  
It is critical that the candidate demonstrate the ability to:
- Provide a range of types of support to communities according to organisation procedures
- Communicate with a range of people in the community
- Maintain and access effective networks which contribute to the achievement of objectives
- Demonstrate capacity to motivate individuals and groups to work cooperatively to address common concerns

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role. These include the ability to:

- Demonstrate oral communication competence:
  - ability to ask questions, listen to information, and seek clarification
  - language used may be English or a community language
- Demonstrate reading competence 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
- Demonstrate writing skills if organisations require a written list of community facilities and resources:
  - documentation that is required by the organisation
  - reports and documentation may be required in English or a community language depending on the group (some organisations may require computer skills if documentation is electronically stored)
- Consistently:
  - 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
  - demonstrate a range of strategies for making contact with and linking people
  - define own role as worker within the community
  - use of available technology for record-keeping
  - comply with work health and safety (WHS) requirements

**Evidence Guide**

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

Method of assessment:*
be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement
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

Organisation’s 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
PSP40112 - Certificate IV in Government
Core & Suggested Elective Units

There are a total of 15 units of competency required for this qualification; 6 core units and 9 electives.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Core/Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSPETHC401A</td>
<td>Uphold and support the values and principles of public service</td>
<td>Core</td>
</tr>
<tr>
<td>PSPGOV402B</td>
<td>Deliver and monitor service to clients</td>
<td>Core</td>
</tr>
<tr>
<td>PSPGOV408A</td>
<td>Value diversity</td>
<td>Core</td>
</tr>
<tr>
<td>PSPGOV422A</td>
<td>Apply government processes</td>
<td>Core</td>
</tr>
<tr>
<td>PSPLEGN401A</td>
<td>Encourage compliance with legislation in the public sector</td>
<td>Core</td>
</tr>
<tr>
<td>PSPPOL404A</td>
<td>Support policy implementation</td>
<td>Core</td>
</tr>
<tr>
<td>PSPOHS301A</td>
<td>Contribute to workplace safety</td>
<td>Elective</td>
</tr>
<tr>
<td>PSPGOV403B</td>
<td>Use resources to achieve work unit goals</td>
<td>Elective</td>
</tr>
<tr>
<td>PSPGOV406B</td>
<td>Gather and analyse information</td>
<td>Elective</td>
</tr>
<tr>
<td>PSPGOV411A</td>
<td>Deal with conflict</td>
<td>Elective</td>
</tr>
<tr>
<td>PSPGOV412A</td>
<td>Use advanced workplace communication strategies</td>
<td>Elective</td>
</tr>
<tr>
<td>PSPGOV418A</td>
<td>Develop internal and external networks</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU203A</td>
<td>Communicate electronically</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBRK401B</td>
<td>Review the status of a record</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCD401E</td>
<td>Support community participation</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCD413E</td>
<td>Work within specific communities</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCMED413B</td>
<td>Manage communication processes to define the dispute</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCMED415A</td>
<td>Facilitate interaction between parties in mediation</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCORG525D</td>
<td>Recruit and coordinate volunteers</td>
<td>Elective</td>
</tr>
</tbody>
</table>
PSPETHC401A Uphold and support the values and principles of public service

Unit Descriptor
This unit covers the ethical conduct required of those in public service and the responsibility to encourage ethical conduct in others - colleagues or supervised staff. It includes contributing to an ethical public sector workplace and participating in ethical decision making.

Elements and Performance Criteria

**ELEMENT** | **PERFORMANCE CRITERIA**
--- | ---
1. **Contribute to an ethical public sector workplace**
   - 1.1 Information on the *ethical values and principles* of the workplace is accessed, its interpretation confirmed with others and applied accordingly
   - 1.2 Application of ethical values and principles is discussed with senior management and colleagues to ensure common understanding and application
   - 1.3 Others are assisted to access and use public sector ethics *legislation and guidelines* to ensure their work practices comply with requirements
   - 1.4 The differences between public sector ethics/values and personal beliefs/values are explained to others to encourage understanding and compliance
   - 1.5 Hypothetical work practices that would constitute *unethical conduct* are identified and discussed with work colleagues, and strategies to avoid or deal with them are identified in accordance with organisational policy and procedures

2. **Participate in ethical decision making**
   - 2.1 Real and potential *ethical problems* are identified, and decision making processes are used to resolve or refer them in accordance with organisational policy and procedures
   - 2.2 Information is regularly accessed to ensure currency in ethical knowledge, and ethical judgment is developed through involvement in workplace discussions or ongoing professional development related to ethical standards and practices
   - 2.3 Other staff are supported as necessary to contribute to ethical discussions and problem solving to develop their ethical judgment
   - 2.4 Processes for preventing and reporting unethical conduct are used and others are assisted in their application

**Required Skills and Knowledge**

**Required skills:**
- accessing legislation and codes of ethics electronically or in hard copy
- reading complex and formal documents such as legislation and codes of ethics, applying them and assisting others to apply them to work practices
- applying objective and impartial evaluation of ethical problems
- using participative ethical decision making/problem solving
- preparing written reports that contain information that is impartial, substantiated, accurate and complete
- responding to diversity, including gender and disability
- adjusting communication to suit different audiences
- applying occupational health and safety procedures relating to ethical work practices

**Required knowledge:**
Look for evidence that confirms knowledge and understanding of:
- the nature of public sector ethics and ethical values as opposed to personal beliefs/value systems
- fundamental ethical principles such as justice, respect for persons and responsible care
• other ethics standards such as professional standards
• natural justice/procedural fairness
• equal employment opportunity, equity and diversity principles
• ethical decision making/problem solving models
• procedures and protocols for reporting unethical conduct
• environmental and occupational health and safety procedures relating to ethical work practice

Evidence Guide

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- ethical conduct demonstrated and supported in others in a range of (3 or more) contexts (or occasions, over time) where contexts include generalist or specialist work activities such as applying government processes, delivering and monitoring services to clients, using resources, conducting interviews, giving evidence, awarding contracts, etc.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when working ethically in a public sector environment, including coping with ambiguity, difficulties, irregularities and breakdowns in routine
- ethical conduct demonstrated and supported in others in a range of (3 or more) contexts (or occasions, over time) where contexts include generalist or specialist work activities such as applying government processes, delivering and monitoring services to clients, using resources, conducting interviews, giving evidence, awarding contracts, etc.

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency Evidence must be gathered over time in a range of contexts to ensure the person can achieve
of assessment the unit outcome and apply the competency in different situations or environments

**Range Statement**

| Ethical values and principles may include: | • respect for the law  
• integrity  
• objectivity  
• accountability  
• honesty  
• openness  
• responsibility  
• impartiality  
• diligence  
• trustworthiness  
• confidentiality  
• respect for persons  
• responsible care  
• probity  
• economy and efficiency  
• natural justice/procedural fairness, that is:  
  • the right to be heard/put your case  
  • the right to be informed of a complaint or case against you  
  • the right to know reasons for decisions affecting you  
  • the right to know the outcomes/recommendations of an investigation involving you  
  • the right to privacy  
  • the right to representation  
  • the right to silence  
  • the decision maker should not be a judge in his/her own cause |
| Others may include: | • colleagues  
• supervised staff  
• contractors |
| Legislation and guidelines may include: | • legislation for public sector management  
• freedom of information  
• privacy legislation  
• equal employment opportunity and anti-discrimination law  
• public sector standards  
• Ministerial directions  
• State/Territory/Commonwealth codes of ethics  
• organisational codes for conduct/ethics  
• organisational mission and values statements  
• organisational policy, procedures/guidelines  
• government policy  
• professional codes of ethics and conduct  
• equity guidelines, organisational workplace diversity guidelines |
| Unethical conduct may include: | • fraud, corruption, maladministration and waste  
• unauthorised access to and/or use of information, money/finances, vehicles,
<table>
<thead>
<tr>
<th>Ethical problems which may need to be referred rather than resolved at this level may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• improper actions during contractual processes, such as release of intellectual property, infringing copyright, release of tender information, inappropriate disclosure during tender process</td>
</tr>
<tr>
<td>• improper public comment on matters relating to the government and/or the organisation</td>
</tr>
<tr>
<td>• falsifying records</td>
</tr>
<tr>
<td>• giving false testimonials</td>
</tr>
<tr>
<td>• dishonesty</td>
</tr>
<tr>
<td>• improper use of plant and equipment, credit cards, frequent flyer points, telephones, email and Internet</td>
</tr>
<tr>
<td>• extravagant or wasteful practices</td>
</tr>
<tr>
<td>• personal favours</td>
</tr>
<tr>
<td>• preferential treatment</td>
</tr>
<tr>
<td>• putting barriers in place, hindering, blocking action</td>
</tr>
<tr>
<td>• compromising behaviour including sexual harassment</td>
</tr>
<tr>
<td>• lack of confidentiality</td>
</tr>
<tr>
<td>• directing others to act unethically</td>
</tr>
<tr>
<td>• oppressive/coercive management decisions</td>
</tr>
<tr>
<td>• resorting to illegality to obtain evidence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Referrals of ethical problems may be made to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• conflict between public sector standards and personal values</td>
</tr>
<tr>
<td>• conflict between public sector standards and other standards such as professional standards</td>
</tr>
<tr>
<td>• conflict between public sector standards and directions of a senior officer or Minister</td>
</tr>
<tr>
<td>• tension between two 'rights' - for example, the right to privacy versus the right to freedom of information</td>
</tr>
<tr>
<td>• conflict regarding issues of personal and organisational intellectual property</td>
</tr>
</tbody>
</table>

- line management
- human resources
- workplace relations officer
- grievance officer
- chief executive officer
- public service commissioner
- public sector standards body
- organisational ethics committee
- internal grievance mechanisms
- confidant programs (whistleblower protection programs)
- organisational professional reporting procedures
- unions and professional bodies
- ombudsman
PSPGOV402B Deliver and monitor service to clients

Unit Descriptor
This unit covers delivery and monitoring of service to clients that requires understanding of the needs of existing and new clients which influence service requirements. It includes identifying and defining client needs, delivering client services, monitoring and improving client service delivery and reviewing client service.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Identify and define client needs | 1.1 **Client** information is used to identify services required.  
1.2 **Specific needs** of clients are recognised and addressed in targeting client services.  
1.3 Potential difficulties in providing **client services** are identified and addressed or referred for recommended action. |
| 2. Deliver client service | 2.1 Responses to client enquiries are made in accordance with **legislation, policy and procedures**.  
2.2 **Service delivery** is provided that is appropriate, timely and accurately targeted.  
2.3 **Communication** with clients is tailored to the situation and their specific needs.  
2.4 **Negotiation**/conflict resolution techniques are used to resolve difficult situations or referrals are made in accordance with organisational policy and procedures.  
2.5 Remedial actions are undertaken or recommended for clients with specific needs or in potential areas of difficulty.  
2.6 **Accountability requirements** are identified and used, including organisation client service charter and/or external review. |
| 3. Monitor and improve client service delivery | 3.1 Client service delivery is monitored and regular feedback from colleagues is used to improve personal service.  
3.2 Feedback is provided to workgroup members in regard to quality of client service delivery.  
3.3 Changes in policies and procedures that impact upon client relations are conveyed to clients in a timely manner in accordance with organisational policy and procedures.  
3.4 **Assistance** is accessed to assist in dealing with client service issues, meeting changing needs and achieving service potential. |
| 4. Review client service | 4.1 Client feedback about service is sought and responded to.  
4.2 Procedural aspects of service delivery are monitored and records are maintained as appropriate.  
4.3 Proposals for change are based on feedback on service development and delivery.  
4.4 Modifications to client service are carried out where required, within area of responsibility and limits imposed by government. |

Required Skills and Knowledge

Skill requirements
Look for evidence that confirms skills in:
- applying legislation, regulations and policies relating to client service
- using a range of communication methods with a diverse range of clients including negotiation and problem solving
- using a variety of words and language structures to explain sometimes complex ideas to different audiences
• analysing feedback on client service delivery
• recommending improvements to client service delivery within organisational constraints
• responding to diversity, including gender and disability
• applying procedures relating to occupational health and safety and environment in the context of client service

**Knowledge requirements**

Look for evidence that confirms knowledge and understanding of:

• legislation, policies, procedures, standards and guidelines relating to client service
• principles of effective client service delivery
• client services provided by the organisation
• organisational goals and processes
• government processes
• limitations of resources for service delivery
• equal employment opportunity, equity and diversity principles
• public sector legislation such as occupational health and safety and environment in the context of client service delivery

**Evidence Guide**

**Overview of evidence requirements**

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

• the knowledge requirements of this unit
• the skill requirements of this unit
• application of Employability Skills as they relate to this unit
• client services delivered and monitored in a range of (3 or more) contexts (or occasions, over time)

**Where and how to assess evidence**

Valid assessment of this unit requires:

• a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when delivering client services, including coping with difficulties, irregularities and breakdowns in routine
• client services delivered and monitored in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

• people with disabilities
• people from culturally and linguistically diverse backgrounds
• Aboriginal and Torres Strait Islander people
• women
• young people
• older people
• people in rural and remote locations.
• Some assessment of this unit may be carried out in languages other than English where an officer is working with specific language groups.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

• case studies
- demonstration
- observation
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from workplace and training courses

**For consistency of assessment**

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

**Range Statement**

| Clients may include: | • individual members of the public  
|                     | • other agencies  
|                     | • community groups  
|                     | • other work areas in the organisation  
|                     | • individual members of the organisation  
|                     | • senior management  
|                     | • government  
|                     | • Minister  
| Specific needs of clients may include: | • age  
|                                          | • culture  
|                                          | • disability  
|                                          | • ethnicity  
|                                          | • gender  
|                                          | • language  
|                                          | • literacy and numeracy  
|                                          | • medical conditions  
|                                          | • remote location  
|                                          | • state of mind  
| Client services may include: | • any services (or products) provided by the organisation to internal or external clients  
| Legislation, policy and procedures may include: | • State/Territory and Commonwealth legislation and regulations such as:  
|                                               | • organisational enabling legislation  
|                                               | • public sector management acts  
|                                               | • financial management acts  
|                                               | • privacy legislation  
|                                               | • equal employment opportunity, anti-discrimination and harassment legislation  
|                                               | • occupational health and safety legislation  
|                                               | • consumer legislation  
|                                               | • environment legislation  
|                                               | • risk management guidelines  
|                                               | • ethics and accountability standards  
|                                               | • public sector standards  
|                                               | • fraud control standards  
|                                               | • government security standards  

**Developed by Build & Bear Special Assignments for DVA**

**Review of Veterans’ Advocacy Training**

**Qualifications and Units**

**Appendix 7**
| Service delivery occurs within: | • protocols  
• duty of care responsibility  
• codes of conduct  
• framework of accountability  
• client service charter |
|---|---|
| Communication techniques may include: | • active listening  
• using open and/or closed questions  
• speaking clearly and concisely  
• varying language and tone of voice to suit the audience and purpose  
• giving clients full attention  
• maintaining eye-contact when culturally appropriate (for face-to-face interactions)  
• using non-verbal communication (for face-to-face interactions) such as:  
  • body language  
  • personal presentation.  
  • using clear, legible writing  
  • handling sensitive and confidential issues |
| Negotiation may include: | • effective listening  
• questioning  
• constructive feedback  
• issues identification  
• exploring options  
• identifying areas of agreement  
• recording agreements  
• non-verbal as well as verbal communication  
• culturally appropriate strategies, language and non-verbal cues |
| Accountability requirements may include: | • client service records  
• client feedback procedures  
• refund policy  
• grievance procedures  
• complaints register |
| Assistance may include: | • advice  
• mentoring  
• coaching  
• training |
PSPGOV408A Value diversity

Unit Descriptor
This unit covers promotion of the value of workplace diversity and the contribution it makes to effective work practices, the generation of new ideas, and the organisation's responsiveness to the community. It includes promoting the benefits of workplace diversity and contributing to diversity outcomes.

Elements and Performance Criteria

**ELEMENT**

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Promote the benefits of diversity</td>
</tr>
<tr>
<td>1.1 The diversity of the workgroup is analysed to identify the strengths and differences that benefit both staff and the organisation.</td>
</tr>
<tr>
<td>1.2 Workplace diversity issues, benefits and risks are explained to others using language and supporting material suitable to their needs and the situations they are likely to experience.</td>
</tr>
<tr>
<td>1.3 Diversity training and awareness programs are identified and promoted to encourage and support others to appreciate the benefits of diversity.</td>
</tr>
<tr>
<td>1.4 Opportunities for leadership in, and advocacy of, workplace diversity are identified and utilised within own area of responsibility.</td>
</tr>
<tr>
<td>2. Contribute to diversity outcomes</td>
</tr>
<tr>
<td>2.1 Currency is maintained in knowledge of diversity principles and practices that are applied in the workplace.</td>
</tr>
<tr>
<td>2.2 Others are assisted to access and use legislation, policy and guidelines to ensure work practices contribute to diversity benefits.</td>
</tr>
<tr>
<td>2.3 Development and use of a range of communication styles is modelled and fostered to respond to the diversity of the workplace and its clients.</td>
</tr>
<tr>
<td>2.4 Targeted responses to the needs of the organisation's diverse client group/s are identified and implemented in accordance with organisational policy and procedures.</td>
</tr>
<tr>
<td>2.5 Feedback on diversity policies, strategies and practices/services is provided to managers in accordance with organisational procedures.</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

**Skill requirements**
Look for evidence that confirms skills in:

- applying legislation, regulations, policies, procedures and guidelines relating to/impacting on workplace diversity, such as equal employment opportunity, anti-discrimination
- using a range of communication styles to suit different audiences and purposes
- communicating with people from diverse backgrounds
- delivering services/responding to the needs of diverse client groups
- responding to workplace diversity, including gender and disability
- identifying racist behaviours
- explaining complex and formal documents such as legislation and codes of conduct and applying them to work practices
- actively demonstrating to others a clear commitment to the principles and practices of workplace diversity

**Knowledge requirements**
Look for evidence that confirms knowledge and understanding of:

- complexities of cultural diversity, including issues of racism, discrimination, harassment and victimisation
- direct versus indirect discrimination
- public sector definitions of diversity
- issues and benefits relating to workplace diversity
- equal employment opportunity, equity and diversity principles
- principles and practices of cultural awareness
- avoidance of gender bias in language
- principles of multiculturalism
- productive diversity principles including flexibility, multiplicity, devolution, negotiation and pluralism
- institutional racism and resulting indirect discrimination
- public sector values and codes of conduct
- jurisdictional legislation, instructions, directions and standards that underpin or impact on workplace diversity
- public sector policies, practices and procedures related to diversity, including those related to the provision of language services

Evidence Guide

Overview of evidence requirements
In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:
- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- valuing diversity in a range of (3 or more) contexts (or occasions, over time) such as upholding and supporting public service values, providing input to change, contributing to policy development and implementation, administering contracts

Where and how to assess evidence
Valid assessment of this unit requires:
- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered, including coping with difficulties, irregularities and breakdowns in routine
- valuing diversity in a range of (3 or more) contexts (or occasions, over time) such as upholding and supporting public service values, providing input to change, contributing to policy development and implementation, administering contracts.

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:
- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:
- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training

**For consistency of assessment** Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

**Range Statement**

<table>
<thead>
<tr>
<th>Diversity may include:</th>
<th>Workplace diversity issues may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• age</td>
<td>• equal employment opportunity issues such as:</td>
</tr>
<tr>
<td>• cultural background</td>
<td>• direct and indirect discrimination - discriminatory systems and practices</td>
</tr>
<tr>
<td>• educational level</td>
<td>• harassment</td>
</tr>
<tr>
<td>• ethnicity</td>
<td>• racism</td>
</tr>
<tr>
<td>• expertise</td>
<td>• under-representation of equity groups in the public sector</td>
</tr>
<tr>
<td>• family responsibilities</td>
<td>• employment of equity groups concentrated at lower levels in the public sector</td>
</tr>
<tr>
<td>• gender</td>
<td>• women making up more than half of the public sector workforce but disproportionately represented at lower salary levels</td>
</tr>
<tr>
<td>• interests</td>
<td>• barrier (or glass ceiling) that prevents equity group members progressing to higher salary levels</td>
</tr>
<tr>
<td>• interpersonal approach</td>
<td>• disproportionate representation of equity group members in non-permanent, casual or contract positions</td>
</tr>
<tr>
<td>• language</td>
<td>• socio-economic background</td>
</tr>
<tr>
<td>• life experience</td>
<td>• thinking/learning styles</td>
</tr>
<tr>
<td>• marital status</td>
<td>• work experience</td>
</tr>
<tr>
<td>• not fitting the dominant paradigm of the organisation</td>
<td>• working styles</td>
</tr>
<tr>
<td>• personality</td>
<td></td>
</tr>
<tr>
<td>• physical ability</td>
<td></td>
</tr>
<tr>
<td>• political orientation</td>
<td></td>
</tr>
<tr>
<td>• religious belief</td>
<td></td>
</tr>
<tr>
<td>• sexual orientation</td>
<td></td>
</tr>
<tr>
<td>• socio-economic background</td>
<td></td>
</tr>
<tr>
<td>• thinking/learning styles</td>
<td></td>
</tr>
<tr>
<td>• work experience</td>
<td></td>
</tr>
<tr>
<td>• working styles</td>
<td></td>
</tr>
</tbody>
</table>
| Benefits of diversity may include: | • inappropriate supervisory treatment of equity group members  
| | • culturally inappropriate workplaces  
| | • enabling access to buildings to people with a disability  
| | • making reasonable adjustment to work processes  
| | • quality of service delivery to clients from diverse backgrounds  
| | • sidelining staff from diverse backgrounds to 'diversity roles' rather than the opportunity to pursue what interests them, or where they add most value  
| | • people from recognised diversity groups choosing not to be identified through usual statistical collection methods  
| | • workplace systems or practices that don't allow a balance between work and family responsibilities  
| | • inequitable access to acting opportunities, workplace training and development  
| | • questioning/disregarding the dominant paradigm of the organisation  
| | • inappropriate treatment of those who don't fit the dominant paradigm of the organisation  
| | • risks associated with diversity not managed  
| | • different values:  
| | • uncertainty avoidance  
| | • collectivist/individualist  
| | • power/distance  
| | • masculine/feminine  
| | • resolving communication issues  
| | • developing cultural competence  
| | • negotiating commonalities  
| | • resolving conflict  
| | • negotiating difference  

| Promotion of training and awareness | • improved client service - internal and external  
| | • improved service delivery  
| | • promotion of equity and fairness  
| | • improved access for clients from diverse backgrounds to government services and programs  
| | • improved relationship with the community  
| | • wider sources of recruitment  
| | • greater responsiveness to change  
| | • cultural enrichment  
| | • promotion of creativity  
| | • creation of a harmonious and supportive work environment  
| | • retention of staff  
| | • facilitation of attainment of organisation goals  
| | • increased skills and experience added to the workplace  
| | • a workforce representative of the client base  
| | • a balanced workforce in terms of age, gender, race and culture  

| Promotion of training and awareness | • word of mouth  
| | • memos  
| | • emails

Benefits of diversity may include:

- Improved client service - internal and external
- Improved service delivery
- Promotion of equity and fairness
- Improved access for clients from diverse backgrounds to government services and programs
- Improved relationship with the community
- Wider sources of recruitment
- Greater responsiveness to change
- Cultural enrichment
- Promotion of creativity
- Creation of a harmonious and supportive work environment
- Retention of staff
- Facilitation of attainment of organisation goals
- Increased skills and experience added to the workplace
- A workforce representative of the client base
- A balanced workforce in terms of age, gender, race and culture
| Programs may include: | • flyers  
• intranet |
| Legislation, policy and guidelines may include: | • Commonwealth and State/Territory legislation addressing diversity issues for example:  
  • Racial Discrimination Act 1975  
  • Sex Discrimination Act 1984  
  • Disability Discrimination Act 1992  
  • Workplace Relations Act 1996  
  • Privacy Act 1988  
  • Human Rights and Equal Opportunity Commission Act 1984  
  • Equal Opportunity for Women in the Workplace Act 1999.  
  • public service/public sector management acts  
  • workplace diversity guidelines/program  
  • national and international codes of practice and standards  
  • the organisation's plans, strategies and policies relating to diversity  
  • policies relating to language services  
  • government policy mandating equal employment opportunity and/or workplace diversity requirements, such as:  
  • Managing diversity in the Western Australian public sector, August 1995  
  • Valuing cultural diversity, State of Victoria, 2002.  
  • public sector ethics/values/codes of conduct  
  • public sector management standards (subordinate law)  
  • Commissioner's directions/instructions  
  • community guidelines, policy and practices (such as those within Aboriginal and Torres Strait Islander communities) |
| Communication styles may include: | • plain English  
• language in active rather than passive voice  
• simple sentence structure even though content may be complex  
• lack of jargon and acronyms  
• culturally appropriate body language  
• oral or written  
• use of graphics and illustrations  
• use of colour  
• reader-friendly layout  
• effective paragraphing  
• different languages  
• interpreting and translating  
• use of different media e.g. online |
PSPGOV422A Apply government processes

Unit Descriptor
This unit covers the application of a knowledge of government processes. It includes applying information relating to Machinery of Government, and applying knowledge of organisational functions and protocols. Legislation/regulations applying across the public sector, such as equal employment opportunity, equity and diversity etc, are not addressed here, as these are covered in PSPLEGN401A Encourage compliance with legislation in the public sector.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Apply information relating to the Machinery of Government</td>
</tr>
<tr>
<td>1.1</td>
<td>Up-to-date information relating to <em>Machinery of Government</em> relevant to work responsibilities is identified, accessed and applied.</td>
</tr>
<tr>
<td>1.2</td>
<td>Ambiguity in the structure and function of the organisation or work area as a result of past, present or future Machinery of Government changes is identified and advice obtained and implemented on required work priorities and outcomes for the transition period.</td>
</tr>
<tr>
<td>1.3</td>
<td>Role ambiguity as a result of past, present or future Machinery of Government changes is managed in accordance with organisational directions.</td>
</tr>
<tr>
<td>2.</td>
<td>Apply knowledge of organisational functions</td>
</tr>
<tr>
<td>2.1</td>
<td>Up-to-date <em>information</em> relating to the <em>structure</em> and functions of the organisation is accessed and applied.</td>
</tr>
<tr>
<td>2.2</td>
<td>Appropriate persons are identified to ensure correct levels of authority are utilised to deal with responsibilities within the organisation.</td>
</tr>
<tr>
<td>2.3</td>
<td>Areas of work where delegations apply are identified and delegation levels within the organisation are confirmed in accordance with organisational procedures/guidelines.</td>
</tr>
<tr>
<td>2.4</td>
<td>Approvals are obtained in the workplace in accordance with organisational delegations.</td>
</tr>
<tr>
<td>3.</td>
<td>Apply knowledge of protocols</td>
</tr>
<tr>
<td>3.1</td>
<td>Up-to-date information relating to government <em>protocols</em> is identified, accessed and applied.</td>
</tr>
<tr>
<td>3.2</td>
<td>Protocols are observed in dealings with other organisations and with persons from within and outside the organisation.</td>
</tr>
<tr>
<td>3.3</td>
<td>Written protocols, formats and standards are adhered to in writing government documents.</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

Skill requirements
Look for evidence that confirms skills in:
- locating and accessing information
- acquiring, retaining and recalling information
- applying information and protocols
- discarding redundant information
- dealing with ambiguity and Machinery of Government changes
- communicating with a diverse workforce
- responding to diversity, including gender and disability
- applying workplace safety procedures in the context of work in the public sector

Knowledge requirements
Look for evidence that confirms knowledge and understanding of:
- Westminster System
Evidence Guide

Overview of evidence requirements
In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of government processes in a range of (3 or more) contexts (or occasions, over time) in generalist or specialist work activities such as delivering and monitoring services to clients, using resources, conducting interviews, giving evidence, administering contracts, etc.

Where and how to assess evidence
Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when applying government processes, including coping with difficulties, irregularities and breakdowns in routine
- applying government processes in a range of (3 or more) contexts (or occasions, over time) in contexts relating to generalist or specialist work activities such delivering and monitoring services to clients, using resources, conducting interviews, giving evidence, administering contracts, etc.

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.
Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

**For consistency of assessment**: Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

### Range Statement

| **Machinery of Government** may include: | - cycles of government, such as budget cycle  
- separation of powers (Executive, Judiciary, Legislative)  
- levels of government (Federal, State/Territory, Local)  
- legislative process  
- role and functions of parliamentary structures (unicameral, bicameral)  
- Cabinet  
- Ministers  
- Ministerial portfolios  
- structure and functions of government departments  
- quasi-government organisations |
|---|---|
| **Information** may include: | - documents  
- databases  
- web sites  
- oral information from:  
  - managers  
  - supervisors  
  - colleagues |
| **Organisational structures** may include: | - bureaucratic structure and hierarchy  
- key personnel and their roles  
- key organisational functions and accountabilities |
| **Protocols** may include: | - forms of address  
- who may be addressed directly  
- written protocols/formats for written materials  
- restrictions relating to contact with:  
  - Minister’s office  
  - media  
  - members of the public/specific interest groups  
  - Members of Parliament  
  - other government departments  
  - senior management/Board members  
  - government and opposition parties |
PSPLEGN401A Encourage compliance with legislation in the public sector

Unit Descriptor
This unit covers the competency to encourage others (colleagues or those supervised) in the workplace to comply with legislation. It includes assisting others to comply with legislative requirements, and taking action on non-compliance.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assist others to comply with legislative requirements</td>
<td>1.1 Knowledge of the range of legislation and guidelines relating to the public sector workplace is regularly updated to ensure currency.</td>
</tr>
<tr>
<td></td>
<td>1.2 The way various pieces of legislation are integrated to provide a legislative framework for public sector work and the key requirements of each piece of legislation are confirmed and conveyed to others using language and examples suited to their individual needs.</td>
</tr>
<tr>
<td></td>
<td>1.3 Own work practices and procedures are used to provide a consistent model of compliance with legislative requirements relating to the public sector work environment.</td>
</tr>
<tr>
<td></td>
<td>1.4 The consequences of non-compliance with public sector legislation are identified and conveyed to others using language and examples suited to individual needs.</td>
</tr>
<tr>
<td></td>
<td>1.5 Others are assisted to locate and access current information on legislation and guidelines.</td>
</tr>
<tr>
<td></td>
<td>1.6 Others are encouraged to identify and obtain advice on apparently conflicting legislative requirements in accordance with organisational policy and procedures.</td>
</tr>
<tr>
<td>2. Act on non-compliance</td>
<td>2.1 Actions that might constitute breaches of legislation are identified and discussed with others in accordance with organisational requirements.</td>
</tr>
<tr>
<td></td>
<td>2.2 Possible breaches of legislation are acted upon or referred promptly to an authorised person/body in accordance with organisational procedures.</td>
</tr>
<tr>
<td></td>
<td>2.3 Inadequacies in workplace procedures which may contribute to non-compliance are reported and addressed in accordance with organisational procedures.</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

Skill requirements
Look for evidence that confirms skills in:

- accessing and reading complex and formal documents such as legislation and related materials
- assisting others to apply legislation to work practices and to identify inappropriate conduct
- using guidelines to effectively administer legislative requirements
- exercising discretion in accordance with legislation and guidelines
- communicating with others involving exchanges of complex oral/written information
- using technology to access legislative requirements
- responding to diversity, including gender and disability
- applying environmental and occupational health and safety procedures and encouraging others in their application
Knowledge requirements
Look for evidence that confirms knowledge and understanding of:

- the range of legislation relating to the public sector (including occupational health and safety, and specific enabling legislation relating to the business) and the key requirements of each
- public sector codes of ethics/conduct
- consequences of non-compliance
- procedures for acting on and reporting possible breaches of legislation
- equal employment opportunity, equity and diversity principles

Evidence Guide
Overview of evidence requirements
In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- compliance with legislation encouraged in a range of (3 or more) contexts (or occasions, over time)

Where and how to assess evidence
Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when encouraging compliance with legislation in the public sector, including coping with difficulties, irregularities and apparently conflicting legislative requirements
- compliance with legislation encouraged in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment
Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.
Range Statement

Legislation and guidelines may relate to:

- public sector standards:
- codes of conduct/ethics
- guarantee of service
- legislated standards
- State/Territory/Commonwealth/organisational standards
- technical/industrial standards
- professional standards
- industry competency standards
- anti-corruption legislation
- whistleblowers' protection
- public sector employment:
- employee relations
- chief executive officer's instructions
- Commissioner's instructions
- public sector notices
- workplace environment:
- equal employment opportunity
- affirmative action
- workplace diversity
- anti-discrimination
- workplace harassment
- occupational health and safety
- duty of care
- security, storage, handling and classification of documents
- financial management and accountability:
- Treasurer's instructions
- contractual obligations
- transparency:
- freedom of information
- professional reporting
- accountability
- fair trading
- business and community:
- privacy
- trade practices
- competition
- road transport legislation
- information and records management standards and legislation
- the organisation's enabling legislation, regulations
- aspects of common law, criminal law, contract law, employment law and administrative law, including judges' rules
- international legislation/codes of behaviour
- colleagues

Others may
include:  
- supervised staff  
- contractors  

**Consequences of non-compliance** may include:  
- for individuals:  
  - counselling  
  - disciplinary action  
  - transfer, demotion, dismissal  
  - legal liability  
  - fine  
  - external consequences, for example:  
    - to clients  
    - to the organisation’s reputation  

**Conflicting legislative requirements** may include:  
- apparent contradiction between statutes  
- apparent conflict between statutes and policy requirements  
- contradictions between different policy requirements  
- contradictions within a single piece of legislation  

**Inadequacies in workplace procedures** may include:  
- insufficient financial/other controls  
- insecure Internet/fax access  
- non-auditable records processes  
- ambiguous guidelines  
- no guidelines  
- unnecessary complexity  
- use of non-current legislation
PSPPOL404A Support policy implementation

Unit Descriptor
This unit covers the identification and application of policy in a public sector work environment. It includes identifying relevant policy, implementing policy, and monitoring and reporting on policy implementation. In practice, supporting policy implementation occurs in the context of other generalist or specialist work activities such as delivering client services, providing input to change, implementing workplace safety procedures, awarding contracts.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Identify relevant policy | 1.1 *Work situations* that are shaped by government or organisation policy are identified in accordance with public sector guidelines.  
1.2 *Policy* relating to particular work situations is identified and located. |
| 2. Implement policy | 2.1 Policy to be implemented is interpreted under direction to identify and plan for change in work practices.  
2.2 The implications of policy for individual work practices are identified, and practices are confirmed/adjusted to reflect policy requirements in accordance with organisational procedures.  
2.3 Others affected by policy requirements are supported to accommodate those requirements.  
2.4 Policy is implemented to support achievement of outcomes intended in specific work areas. |
| 3. Monitor and report on policy implementation | 3.1 Information that will assist with the evaluation of the effectiveness of policy implementation is gathered, recorded and reported under direction in accordance with organisational procedures.  
3.2 *Information* that will assist with the evaluation of the impact of policy implementation on organisational outcomes is gathered, recorded and reported under direction in accordance with organisational procedures. |

Required Skills and Knowledge

Skill requirements
Look for evidence that confirms skills in:

- reading complex and formal documents such as policy and legislation and providing information on their application
- researching and providing information
- preparing written reports requiring accuracy of expression and language and structures suited to the intended audience
- working with legislation drafters and legal advisers
- writing guidelines in plain English
- working as a member of a team to consult on and prepare policy guidelines
- adjusting communication to suit different audiences
- responding to diversity, including gender and disability
- gathering and analysing policy feedback
- accessing policies and legislation electronically or in hard copy
- identifying and addressing the environmental and occupational health and safety implications of policy/s being implemented

Knowledge requirements
Look for evidence that confirms knowledge and understanding of:
• practices and procedures for developing policy guidelines
• policy feedback mechanisms
• current organisation policies
• whole of government policies and international policy obligations that impact on organisation policy
• organisation and government procedures and protocols
• public sector code/s of ethics and code/s of conduct
• equal employment opportunity, equity and diversity principles
• environmental and occupational health and safety implications of policy/s being implemented

**Evidence Guide**

**Overview of evidence requirements**

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- policy implementation supported in a range of (2 or more) contexts (or occasions, over time)

**Where and how to assess evidence**

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when supporting policy implementation, including coping with difficulties, irregularities and breakdowns in routine
- policy implementation supported in a range of (2 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

**For consistency of assessment**

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.
Range Statement

*Work situations* may include:
- processes
- outcomes
- priorities
- client services
- core business
- service delivery mode/s
- organisational structure

*Policy* may include:
- government policy
- organisation policy

*Information for evaluation* may include:
- statistical data
- qualitative data
- anecdotal feedback
- survey data
- stakeholder opinions
PSPOHS301A Contribute to workplace safety

Unit Descriptor
This unit covers the competency to contribute to a safe workplace for self and others. It includes contributing to workplace safety arrangements, identifying hazards and controlling risks. In practice, workplace safety may be demonstrated in the context of other work activities such as contributing to workplace activities, organising workplace information, implementing change, giving and receiving feedback.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contribute to participative workplace safety arrangements</td>
<td>1.1 Occupational health and safety issues are addressed/reported to designated personnel in accordance with workplace procedures and occupational health and safety legislation.</td>
</tr>
<tr>
<td>2. Identify hazards and control risks</td>
<td>2.1 Existing and potential hazards in the work area are identified, dealt with and/or reported to designated personnel according to workplace procedures.</td>
</tr>
<tr>
<td></td>
<td>2.3 Workplace procedures for dealing with accidents and other hazardous events are followed whenever necessary within scope of responsibilities and competencies.</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

Skill requirements
Look for evidence that confirms skills in:
- applying objective identification of workplace safety issues
- documenting hazards in clear language according to organisational guidelines
- accessing workplace safety legislation, policies and procedures electronically or in hard copy
- reading documentation such as workplace safety legislation, policies and procedures and applying them to work practices
- tailoring communication to suit different audiences, such as colleagues, management, safety representatives, inspectors
- responding to diversity, including gender and disability

Knowledge requirements
Look for evidence that confirms knowledge and understanding of:
- legal rights and responsibilities of the workplace parties
- the ways in which occupational health and safety is managed in the workplace, and legal requirements
- participative arrangements for workplace safety
- workplace hazards and associated risks
- preferred order of ways to control risks
- occupational health and safety procedures
- the meaning of workplace occupational health and safety symbols and signs
designated workplace personnel responsible for occupational health and safety

Evidence Guide

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- contribution to workplace safety in a range of (3 or more) contexts (or occasions, over time)

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when contributing to workplace safety, including coping with difficulties, irregularities and breakdowns in routine
- the applicant to contribute to workplace safety in a range of (3 or more) contexts (or occasions, over time)
- the assessor to have recognised expertise in managing occupational health and safety in the industry, or work in an assessment team with such a person.

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- observation
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

Occupational health and safety issues may include:

- hazards relating to the physical environment
- workplace stress
- conflict
- bullying
- harassment
**Designated personnel** may include:
- supervisors
- managers
- team leaders
- designated occupational health and safety officers
- health and safety representatives
- other persons authorised or nominated by the enterprise or industry to:
  - perform specified work
  - approve specified work
  - inspect specified work
  - direct specified work

**Occupational health and safety legislation** may include:
- State/Territory/Commonwealth occupational health and safety acts, regulations and codes of practice including, but not limited to:
  - regulations and codes of practice relating to hazards present in the workplace or industry
  - general duty of care under occupational health and safety legislation and common law
  - provisions relating to roles and responsibilities of health and safety representatives and/or occupational health and safety committees
  - provisions relating to occupational health and safety issue resolution

**Contributions** may include:
- identifying and reporting hazards and their associated risks
- identifying safety issues and hazards that can be addressed immediately and taking action in accordance with safety procedures
- reporting on effectiveness of safety procedures and risk controls
- suggesting improvements to procedures and controls
- listening to the ideas and opinions of others in the workplace
- sharing opinions, views, knowledge and skills

**Participative workplace safety arrangements** may include:
- formal and informal health and safety meetings
- health and safety committees
- other committees, for example, consultative, planning and purchasing
- meetings called by health and safety representatives
- suggestions, requests, reports and concerns put forward to management

**Hazard identification** may include:
- checking equipment or the work station and work area before work commences and during work
- workplace inspections
- responding to physical cues that ergonomics are ineffective and need adjustment
- on-the-job housekeeping checks (spills, furniture out of place, loose hand rails, curling mats, frayed cords, etc)
- anticipation of potential hazards

**Workplace procedures** may include:
- complying with workplace occupational health and safety symbols and signs
- hazard reporting procedures
- job procedures, safe work instructions and allocation of responsibilities
- emergency procedures
- incident and near miss reporting and recording procedures
- consultation on occupational health and safety issues
• correct selection, use, storage and maintenance procedures for use of personal protective equipment
• risk control procedures
• consultation with others
• measures to remove the cause of the risk at its source
• application of the hierarchy of control, namely:
  o elimination
  o substitution
  o engineering controls
  o administrative controls
  o personal protective equipment

Controlling risks may include actions such as:

Other hazardous events may include:
• fires
• bomb threats
• chemical spills
• occupational violence
• natural disasters/events
• terrorist attacks
PSPGOV403B Use resources to achieve work unit goals

Unit Descriptor
This unit covers organisation of available resources at a senior operative rather than managerial level to facilitate achievement of work unit objectives. It includes acquiring and applying available resources, monitoring and reporting on resource usage and maintaining resources.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Acquire and apply available resources | 1.1 Available **resources** are identified and gaps filled in accordance with **work unit plans**.  
1.2 **Procedures** are applied that promote efficient, economical and effective allocation and distribution of resources.  
1.3 Acquisition and storage of resources is carried out in accordance with **legislation, organisational policy and procedures**.  
1.4 Resource handling is undertaken in accordance with established work practices and guidelines, including occupational health and safety and security requirements. |
| 2. Monitor and report on resource usage | 2.1 Trends on resource usage are monitored and reported in accordance with organisational requirements.  
2.2 Records of resource usage are maintained in accordance with relevant legislation and guidance.  
2.3 Relevant financial and resource management systems are operated in accordance with organisational policy and procedures.  
2.4 Resource shortfalls are identified and recommendations made to address these. |
| 3. Maintain resources | 3.1 Resources are maintained in accordance with manufacturers’ and organisational guidelines and service contracts.  
3.2 Maintenance of resources is organised to facilitate work practices and outcomes.  
3.3 Contingency plans are developed to ensure operational continuity. |

Required Skills and Knowledge

**Skill requirements**
Look for evidence that confirms skills in:

- applying legislation, policy and guidelines relating to resource usage, storage and maintenance
- using a range of communication methods with a diverse range of people including maintenance contractors, work unit members, managers etc on a range of resource related matters
- responding to diversity, including gender and disability
- monitoring outcomes
- applying public sector legislation, including occupational health and safety and environmental requirements in the context of resource usage, storage and maintenance

**Knowledge requirements**
Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to resource usage
- operational procedures for accessing, storing, maintaining and using resources
- security and fraud control guidelines
- stock handling procedures
- occupational health, safety and environmental and sustainability requirements in the context of resource usage, storage and maintenance
- equal employment opportunity, equity and diversity principles

**Evidence Guide**

**Overview of evidence requirements**

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- use and maintenance of resources in a range of (3 or more) contexts (or occasions, over time)

**Where and how to assess evidence**

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when using resources to achieve work unit goals, including coping with difficulties, irregularities and breakdowns in routine
- use and maintenance of resources in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses.

**For consistency of assessment**

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.
# Range Statement

| **Resources** may include: | • knowledge, information and other intellectual resources  
• human resources  
• finances  
• facilities  
• equipment  
• stock and supplies |
|--------------------------|--------------------------------------------------|
| **Work unit plans** may include: | • resource plans  
• project plans  
• daily plans  
• budgets  
• business plans |
| **Procedures** may include: | • occupational health and safety  
• financial and accounting procedures and reporting requirements  
• audit and legislative requirements |
| **Legislation, organisational policy and procedures** may include: | • State/Territory and Commonwealth legislation and regulations such as:  
• public sector management acts  
• financial management acts  
• privacy legislation  
• freedom of information  
• copyright  
• equal employment opportunity, anti-discrimination and harassment legislation  
• occupational health and safety legislation  
• consumer legislation  
• environment and sustainability legislation  
• risk management guidelines  
• ethics and accountability standards  
• public sector standards  
• fraud control standards  
• government security standards  
• organisational policy, procedures and protocols |
### PSPGOV406B Gather and analyse information

#### Unit Descriptor
This unit covers collection and analysis of information to achieve work unit objectives and meet client needs. It includes identifying and collecting information, analysing and interpreting information, developing and applying workable solutions, presenting information and maintaining information.

#### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Identify and collect information | 1.1 Nature, extent and purpose of required information is identified.  
1.2 Internal and external sources are identified and accessed to produce required information in accordance with legislation, policy and procedures.  
1.3 Information is collected, organised, recorded and reported in accordance with organisational procedures and defined guidelines.  
1.4 Information collected is organised in a way which enables easy access and retrieval by other staff. |
| 2. Analyse and interpret information | 2.1 Information and its sources are critically evaluated for relevance and validity to business/client requirements.  
2.2 Basic analysis of information is undertaken as required to identify key issues.  
2.3 More detailed analysis of information is carried out as required using relevant techniques including mathematical calculations and methods for numerical/graphical information. |
| 3. Develop and apply workable solutions | 3.1 Workable solutions to business/client requirements are developed on consideration of analysed information.  
3.2 Proposed solutions are communicated or implemented as required. |
| 4. Present information | 4.1 Information is reported in the required format, style, structure and timeframe.  
4.2 Information is presented in required medium in accordance with organisational requirements using relevant technology. |
| 5. Maintain information | 5.1 A range of standard and complex information systems and operations is used in accordance with organisational policy and procedures.  
5.2 Information and records are maintained in accordance with organisational procedures to ensure data and system integrity.  
5.3 Routine data and records are reconciled as required.  
5.4 Inadequacies in system/s relating to information retrieval are identified and corrected or reported to relevant staff as required. |

#### Required Skills and Knowledge

**Skill requirements**

Look for evidence that confirms skills in:

- applying public sector legislation such as occupational health and safety and environment in the context of information management
- accessing and using information ethically and legally
- using manual and computerised techniques for information management
- applying computer technology to data storage, security, retrieval and presentation
- using basic statistical and numerical manipulation
- using critical analysis techniques
- communicating with colleagues and supervisors
- presenting information in a range of ways such as report format, numerically, in tables, with graphs, spatially
- responding to diversity, including gender and disability
- using problem solving and referring problems as required
- applying equal employment opportunity, equity and diversity principles

**Knowledge requirements**

Look for evidence that confirms knowledge and understanding of:

- legislation, policies, procedures and guidelines relating to information handling in the public sector, such as confidentiality, privacy, security, freedom of information
- data collection and management procedures
- organisational information handling and storage procedures
- cultural aspects of information and meaning
- sources of public sector work-related information
- economic, legal, security and social issues surrounding the use of information
- public sector standards
- electronic and manual filing systems
- databases and data storage systems
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of information management

**Evidence Guide**

**Overview of evidence requirements**

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- information gathered and analysed in a range of (3 or more) contexts (or occasions, over time)

**Where and how to assess evidence**

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when gathering and analysing information, including coping with difficulties, irregularities and breakdowns in routine
- information gathered and analysed in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

**For consistency of assessment**

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

**Range Statement**

<table>
<thead>
<tr>
<th>Information may include:</th>
<th>Sources of information may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• legislation, guidelines and awards</td>
<td>• those internal to the organisation such as:</td>
</tr>
<tr>
<td>• organisation, legal and policy materials</td>
<td>• intranet</td>
</tr>
<tr>
<td>• client information</td>
<td>• databases/files</td>
</tr>
<tr>
<td>• market trends</td>
<td>• library collections</td>
</tr>
<tr>
<td>• media reports</td>
<td>• internal publications</td>
</tr>
<tr>
<td>• registries and file records</td>
<td>• annual reports</td>
</tr>
<tr>
<td>• library materials</td>
<td>• newsletters</td>
</tr>
<tr>
<td>• financial records</td>
<td>• other staff</td>
</tr>
<tr>
<td>• basic statistical information</td>
<td>• those external to the organisation such as:</td>
</tr>
<tr>
<td>• human resources/personnel records</td>
<td>• Internet</td>
</tr>
<tr>
<td>• asset records</td>
<td>• local, state, national and international libraries and archives</td>
</tr>
<tr>
<td>• meta-data</td>
<td>• other organisations' publications</td>
</tr>
<tr>
<td></td>
<td>• staff in external organisations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Legislation, policy and procedures may include:</th>
<th>Analysis of information may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Commonwealth and State/Territory legislation, standards and guidelines especially relating to privacy, confidentiality, freedom of information, security, fraud control, copyright, intellectual property</td>
<td>• qualitative analysis</td>
</tr>
<tr>
<td>• government policy</td>
<td>• quantitative analysis</td>
</tr>
<tr>
<td>• public sector code of ethics</td>
<td></td>
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<tr>
<td>• national standards</td>
<td></td>
</tr>
<tr>
<td>• Australian standards such as records management, knowledge management, risk management</td>
<td></td>
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<tr>
<td></td>
<td>• the organisation's policies/practices/code of conduct</td>
</tr>
<tr>
<td>Include</td>
<td>Presentation of information may include</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>- critical analysis</td>
<td>- routine reports and submissions</td>
</tr>
<tr>
<td>- problem solving</td>
<td>- briefing notes, Ministerials</td>
</tr>
<tr>
<td>- matching</td>
<td>- proposals, project plans</td>
</tr>
<tr>
<td>- statistical analysis</td>
<td>- articles and promotional material</td>
</tr>
<tr>
<td>- mathematical calculations</td>
<td>- tabular or graphical presentation</td>
</tr>
<tr>
<td>- forecasting</td>
<td>- overhead transparencies</td>
</tr>
<tr>
<td></td>
<td>- slideshow data presentation</td>
</tr>
<tr>
<td></td>
<td>- face-to-face</td>
</tr>
</tbody>
</table>
PSPGOV411A Deal with conflict

Unit Descriptor
This unit covers the requirements for handling difficult interpersonal situations and addressing the conflicts that may arise in day-to-day work activities. It includes identifying the cause of conflict, establishing and implementing strategies for dealing with conflict and evaluating the response and outcomes. It does not include formal negotiation, counselling or mediation.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Identify the cause of conflict | 1.1 The conflict situation, including the cause, is analysed and the position of each party established.  
1.2 Steps are taken to prevent the escalation of the conflict, in accordance with organisational procedures.  
1.3 All points of view are encouraged, accepted and treated with respect.  
1.4 Factors and issues relevant to the situation are identified, clarified and confirmed using appropriate communication techniques.  
1.5 Proceedings to settle the dispute/conflict in accordance with legislation, organisational policy and procedures are initiated with minimal delay. |
| 2. Establish and implement strategies for dealing with conflict | 2.1 All parties involved in the conflict are encouraged to take shared responsibility for finding a solution to the situation.  
2.2 The strategy is selected for resolution, taking account of social and cultural differences and consistency with organisational policies and procedures.  
2.3 Assertive feedback is provided to the parties and constructive feedback is accepted from the parties non-defensively.  
2.4 Outcomes are agreed that meet individual, organisational and legislative requirements.  
2.5 Assistance is obtained where necessary in accordance with organisational policy and procedures. |
| 3. Evaluate response and outcome | 3.1 Records and reports are maintained in accordance with legislation, policy and procedures.  
3.2 Accurate and constructive observations of incidents are provided in reviewing and debriefing the situation.  
3.3 Effectiveness of response is evaluated and reviewed in accordance with organisational policy and procedures. |

Required Skills and Knowledge

Skill requirements
Look for evidence that confirms skills in:
- using a range of communication strategies/skills with a diverse workforce and client base including assertiveness, listening, non-verbal communication, language style, problem solving  
- using problem solving to deal with unexpected issues or attitudes  
- dealing with difficult situations and people  
- responding to diversity, including gender and disability  
- applying procedures relating to occupational health and safety and environment in the context of conflict resolution

Knowledge requirements
Look for evidence that confirms knowledge and understanding of:
- legislation, regulations, organisational policies, procedures and guidelines relating to conflict in the public sector workplace
- types of conflict in the workplace and typical causes
- conflict theory including signs, stages, levels, factors involved, results
- group processes and roles people play
- organisational structures and workplace culture
- different social and cultural practices
- conflict resolution skills and strategies
- personal power and positional power
- grievance procedures in the public sector
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of conflict resolution

**Evidence Guide**

**Overview of evidence requirements**
In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- conflict dealt with in a range of (3 or more) contexts (or occasions, over time)

**Where and how to assess evidence**
Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when dealing with conflict in the workplace, including coping with difficulties, irregularities and breakdowns in routine
- conflict dealt with in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

**For consistency of assessment**
Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.
## Range Statement

| Conflict situations may relate to: | • conflicts among work colleagues and/or work teams  
• work areas  
• employees and supervisors  
• customer complaints |
|---|---|
| Causes of conflict may include: | • differences of opinion  
• different ways of working  
• poor communication  
• competing needs  
• cross-cultural issues  
• racial or religious issues  
• abuse of power  
• workplace bullying  
• customer dissatisfaction  
• gender issues  
• inter-generational issues |
| Communication techniques may include: | • verbal and non-verbal language  
• questioning and listening  
• cooperative language  
• appropriate use of emotions, voice and body language  
• constructive feedback  
• reflection  
• summarising  
• re-phrasing  
• paraphrasing  
• presenting options  
• using language and concepts suited to the occasion and the other party  
• showing a willingness to compromise |
| Legislation, policy and procedures may include: | • State/Territory or Commonwealth legislation, regulations, organisational policies, procedures and guidelines relating to the management of conflict in the public sector, including equal employment opportunity, equity and diversity, occupational health and safety, privacy, confidentiality, anti-discrimination, harassment  
• public sector standards  
• codes of practice  
• codes of ethics  
• security standards |
| Social and cultural differences may include: | • beliefs and values  
• social conventions  
• family relationships  
• codes of conduct  
• cultural observances  
• cross-cultural issues  
• verbal and non-verbal language |
| Assistance may include: | • mediators  
• employee assistance providers  
• advocates  
• supervisors/senior staff  
• colleagues |
PSPGOV412A Use advanced workplace communication strategies

Unit Descriptor
This unit covers the use of advanced communication strategies for interacting with internal and external clients. It includes dealing with complex enquiries and complaints, giving directions, managing meetings and making workplace and public presentations. Though the prime focus of the unit is on speaking, listening and reading non-verbal cues, if reading, writing and visual literacy are intrinsic to the workplace communication, these are included. Where reading and writing are the prime focus of the workplace function, these are addressed in PSPGOV413A Compose complex workplace documents.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</thead>
</table>
| 1. Deal with complex enquiries/complaints | 1.1 Relationship with the client is established by displaying empathy towards client needs, and the nature of complaint/enquiry is established by listening, questioning and confirming.  
1.2 Complaint/enquiry is recorded accurately in simple language, and verified with the client to ensure it has been recorded correctly.  
1.3 Documentation to support complaint/enquiry is obtained if required.  
1.4 Action available under organisational policies is identified, and procedures to respond to and resolve complaint/enquiry are followed/authorised.  
1.5 Complaints/enquiries that require referral to other personnel or external organisations are identified and referred in accordance with organisational policy and procedures.  
1.6 Client is informed of action taken to resolve/refer the complaint/enquiry and a record logged in accordance with organisational procedures. |
| 2. Give directions | 2.1 Ethical, lawful and reasonable directions are given to others, and staff are protected from reprisals for refusing directions to act unethically.  
2.2 Directions are relayed in a clear, concise manner appropriate to the receiver.  
2.3 Questioning and listening skills are used to confirm understanding of directions.  
2.4 Problems in directions being implemented are resolved promptly or referred in accordance with organisational policy and procedures.  
2.5 Feedback is provided on implementation in accordance with organisational requirements. |
| 3. Manage meetings | 3.1 Purpose of each meeting is clarified and the agenda developed in consultation with participants, in line with the purpose.  
3.2 The procedure for each meeting and the style of chairing/facilitating are selected in accordance with the meeting's purpose and the participants.  
3.3 Meetings are chaired in accordance with organisational requirements, agreed conventions for the type of meeting and legal and ethical requirements.  
3.4 Meetings are conducted to ensure they are focused on the objectives of the meeting and are time efficient.  
3.5 Meetings are facilitated to enable participation, discussion, problem solving and resolution of issues by all those present.  
3.6 Decisions and recommendations are summarised succinctly, checked for accuracy and recorded as required. |
| 4. Make presentations | 4.1 Presentations are made to a range of audiences in accordance with organisational requirements.  
4.2 Presentations are structured logically and contain relevant information/content to
ELEMENT PERFORMANCE CRITERIA

meet the purpose of the presentation.

4.3 **Supporting materials and presentation aids** are selected, created and organised to enhance audience understanding of key concepts and ideas.

4.4 **Presentation strategies** are chosen and used to match the characteristics of the **target audience**, the location, the resources and the personnel needed.

4.5 Effectiveness of the presentation is evaluated formally and informally for the purpose of continuously improving future presentations.

Required Skills and Knowledge

**Skill requirements**

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to workplace communication
- speaking and listening relating to sustained and sometimes complex communication exchanges
- taking part in interpersonal exchanges of information, with a flexible use of register and a range of strategies for interaction
- dealing with complaints, clarifying meaning, exploring issues and using problem solving or referral
- deriving meaning from sustained oral discussions
- using observation - reading non-verbal cues especially those relating to culture, ethnicity, emotional state
- making presentations including use of supporting materials and visual aids
- using presentation software
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of workplace communication

**Knowledge requirements**

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to workplace communication
- complaints procedures
- conflict resolution techniques
- knowledge of organisation processes and hierarchy
- official communication channels
- organisational protocols and etiquette for oral communication
- meeting formats and facilitation/chairing requirements to suit
- presentations to suit different audiences, such as workgroup, organisational, inter-agency, public
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of workplace communication

**Evidence Guide**

**Overview of evidence requirements**

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
• application of Employability Skills as they relate to this unit
• advanced communication strategies used in a range of (3 or more) contexts (or occasions, over time)

**Where and how to assess evidence**
Valid assessment of this unit requires:
• a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when using advanced communication strategies, including coping with difficulties, irregularities and breakdowns in routine
• advanced communication strategies used in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:
• people with disabilities
• people from culturally and linguistically diverse backgrounds
• Aboriginal and Torres Strait Islander people
• women
• young people
• older people
• people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:
• case studies
• demonstration
• observation
• portfolios
• questioning
• scenarios
• simulation or role plays
• authenticated evidence from the workplace and/or training courses

**For consistency of assessment**
Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

**Range Statement**

| **Agenda** may include: | • statement of the meeting’s purpose  
| | • date, time and location of meeting  
| | • welcome  
| | • minutes of the previous meeting  
| | • matters or business arising from the minutes  
| | • correspondence  
| | • reports  
| | • major agenda items  
| | • general business  
| | • date of next meeting  

| **Purpose** may include: | • range of organisation-specific purposes  
| | • setting of organisation/team goals  

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**Developed by Bul & Bear Special Assignments for DVA**
**Review of Veterans’ Advocacy Training**

**Qualifications and Units Appendix 7**
| **Meeting procedure** may include: | • formal  
• informal  
• semi-formal  
• structured  
• self-managed |
|---|---|
| **Meeting conventions** may include: | • quorum requirements  
• informal discussion  
• waiting to be recognised by the chairperson  
• speaking through the chairperson  
• restricting discussion to agenda items  
• time limit on speakers  
• moving and seconding formal motions  
• voting procedures  
• conflict of interest provisions  
• consensus required  
• majority of members to agree  
• casting vote for chairperson |
| **Legal and ethical requirements** may include: | • requirements for public meetings  
• codes of practice  
• legislation relating to the public sector |
| **Resolution of issues** may include: | • agreeing on a course of action  
• deferring decisions to another meeting |
| **Supporting materials and presentation aids** may include: | • audio recordings  
• charts  
• computer simulations and presentations  
• diagrams  
• flow charts  
• graphs  
• maps  
• models  
• overhead projector  
• paper-based materials  
• photographs  
• pictures  
• posters  
• tables  
• video images  
• whiteboard |
| **Presentation strategies** may include: | • oral presentations  
• discussion  
• questioning  
• simulations and role play |
- case studies
- group and/or pair work
- demonstration

<table>
<thead>
<tr>
<th>Characteristics of the target audience may relate to:</th>
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<tbody>
<tr>
<td>- public sector level/s</td>
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<tr>
<td>- language, literacy and numeracy levels</td>
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<tr>
<td>- cultural and language background</td>
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<tr>
<td>- educational background or general knowledge</td>
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<tr>
<td>- gender</td>
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<tr>
<td>- age</td>
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<tr>
<td>- disability</td>
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<tr>
<td>- previous experience with the topic</td>
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</table>
**PSPGOV418A Develop internal and external networks**

**Unit Descriptor**
This unit covers the development and maintenance of effective workplace relationships and networks. It includes developing and maintaining networks, establishing and maintaining working relationships, and representing and promoting the organisation.

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Build and maintain networks | 1.1 Networking opportunities are identified and pursued to maximise a range of personal industry contacts.  
1.2 Information regarding new network opportunities is communicated to inform colleagues and managers of the potential benefits to the organisation of involvement.  
1.3 The level of usefulness of existing networks is assessed against current involvement, and adjustments are made to improve or downgrade relationships.  
1.4 Participation is maintained in professional networks and associations to obtain and maintain personal knowledge and skills. |
| 2. Establish and maintain working relationships | 2.1 **Network strategies** are used to establish and maintain working relationships that promote benefits consistent with organisational objectives.  
2.2 Trust and confidence of key stakeholders is gained and maintained through high standards of ethical practice.  
2.3 **Negotiation** and collaborative problem solving are used to achieve positive outcomes when difficult situations arise.  
2.4 Formal and informal communication channels are established and maintained to exchange information and ideas in accordance with legislation, policy and procedures.  
2.5 Networking is built in to professional and organisational planning regimes to maximise its usefulness to the organisation. |
| 3. Represent and promote the organisation | 3.1 The organisation’s interests and requirements are represented and promoted using a range of strategies tailored to diverse participants in the networks.  
3.2 Information on organisational issues, policies and practices authorised for public presentation is provided orally and in writing in accordance with network requirements.  
3.3 **Feedback** is obtained from stakeholders to identify and develop ways to improve promotional activities within available resources. |

**Required Skills and Knowledge**

**Skill requirements**
Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to networking in the public sector
- demonstrating leadership to gain the trust and confidence of clients and colleagues
- using a range of communication strategies including giving and receiving feedback, reporting, maintaining effective relationships and managing conflict
- using problem solving and negotiation to manage contingencies and achieve mutually acceptable outcomes
- responding to diversity, including gender and disability
- reading and understanding a variety of texts
- preparing general information and papers according to target audiences
- proofreading and editing to ensure clarity of meaning and conformity to organisational requirements, checking for accuracy and consistency of information
- applying procedures relating to occupational health and safety and environment in the context of internal and external networking

**Knowledge requirements**

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to the public sector environment
- organisational policies, plans and procedures
- principles and operations of networks
- principles of effective communication in relation to listening, questioning and non-verbal communication
- techniques for building relationships of trust including those with people from different cultures
- techniques for facilitating mutually acceptable outcomes
- methods and techniques to prepare and present information to promote the organisation
- related organisations, agencies and networks
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of networking

**Evidence Guide**

**Overview of evidence requirements**

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- internal and external networks developed in a range of (3 or more) contexts (or occasions, over time)

**Where and how to assess evidence**

Valid assessment of this unit requires:

- a workplace environment, or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing internal and external networks, including coping with difficulties, irregularities and breakdowns in routine
- internal and external networks developed in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:
- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

**For consistency of assessment**
Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

**Range Statement**

| Networks may include: | • formal or informal networks  
|                      | • circulation lists  
|                      | • e-networks  
|                      | • bulletin boards  
|                      | • virtual communities  
|                      | • mailing lists  

| Professional networks and associations may include: | • work team  
|                                                | • suppliers  
|                                                | • other organisations  
|                                                | • committees  
|                                                | • internal/external customers  
|                                                | • government agencies  
|                                                | • professional/occupational associations  
|                                                | • project specific ad hoc consultative/reference groups  
|                                                | • advisory committees  
|                                                | • lobby groups  
|                                                | • local inter-agency groups  
|                                                | • specific interest or support groups  

| Network strategies may include: | • conference participation  
|                                 | • seminar attendance  
|                                 | • association memberships  
|                                 | • regular contact maintenance  
|                                 | • individual marketing  
|                                 | • distribution of materials  

| Key stakeholders may include: | • officers from other government organisations  
|                              | • Ministerial advisers  
|                              | • community members  
|                              | • council members  
|                              | • industry representatives  
|                              | • professional associations  
|                              | • international public sector staff  
|                              | • international associations  

| Negotiation may include: | • assertiveness  
|                         | • collaboration  
|                         | • solution designing |
- confidence building
- conflict reduction
- stress management
- mediation
- empathising

**Requirements may be found in:**
- quality assurance and/or procedures manuals
- organisational intranet
- goals, objectives, plans, systems and processes
- organisational policy/guidelines and requirements
- access and equity principles and practice
- public sector ethical standards
- occupational health and safety policies, procedures and programs
- quality and continuous improvement processes and standards
- defined resource parameters
- marketing plans

**Strategies to promote the organisation may include:**
- attendance/speaking at meetings, seminars, conferences
- explanation of mission, goals and objectives in ways suited to the diversity of the audience
- modelling ethical and professional behaviour

**Feedback may include:**
- accuracy and sufficiency of information
- benefits to organisation
- impact of message
- use of media
- appropriateness of audience
- participation of other agencies
BSBITU203A Communicate electronically

Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to send, receive and manage electronic mail (email), as well as to collaborate online using chat rooms, intranets and instant messaging.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</table>
| 1. Implement procedures to send and receive electronic mail | 1.1. Log in to software for sending and receiving email in accordance with organisational requirements  
1.2. Check outgoing email for accuracy and ensure any required attachments are prepared, in accordance with organisational and service provider requirements  
1.3. Identify urgent, confidential, personal, suspicious or potentially dangerous email and take appropriate actions  
1.4. Deal with returned email in accordance with organisational policies and procedures |
| 2. Manage electronic mail | 2.1. Set security levels and/or filters for incoming email in accordance with organisational requirements  
2.2. Create and maintain individual mailboxes in accordance with organisational requirements  
2.3. Store email and/or attachments in accordance with organisational requirements  
2.4. Empty inboxes and archive or permanently delete in accordance with organisational requirements  
2.5. Prepare and maintain electronic mailing lists in accordance with organisational requirements |
| 3. Collaborate online | 3.1. Identify software to be used in collaboration  
3.2. Ensure online collaboration is undertaken in accordance with organisational policy, procedures and netiquette (netiquette)  
3.3. Respond to posts or communications in accordance with agreed parameters, organisational requirements and netiquette |

Required Skills and Knowledge

Required skills
- communication skills to request advice, to receive feedback and to work with a team  
- literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to draft simple correspondence  
- problem-solving skills to solve routine technology problems.

Required knowledge
- different methods of electronic communication  
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:  
  - anti-discrimination legislation  
  - ethical principles  
  - codes of practice  
  - privacy laws  
  - occupational health and safety.
Evidence Guide

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

Evidence of the following is essential:

- sending and receiving email for a range of purposes
- attaching and removing documents to email
- using software applications to collaborate online
- knowledge of relevant legislation.

Range Statement

<table>
<thead>
<tr>
<th>Software may include:</th>
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<tbody>
<tr>
<td>• mobile or wireless software applications:</td>
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<tr>
<td>• personal digital assistants (PDA)</td>
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<tr>
<td>• mobile phones</td>
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<tr>
<td>• text messaging (SMS/TXT)</td>
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<tr>
<td>• multimedia messaging (MMS)</td>
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<td>• internet relay chat (IRC)</td>
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<td>• personal computer-based software applications:</td>
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<tr>
<td>• email applications</td>
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<tr>
<td>• web-based email services</td>
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<tr>
<td>• chat applications</td>
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<td>• internet discussion groups/boards/chat rooms</td>
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<td>• intranet discussion groups/boards/chat rooms</td>
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<tr>
<th>Organisational requirements may include:</th>
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<tbody>
<tr>
<td>• carbon copies or blind carbon copies</td>
</tr>
<tr>
<td>• concise, relevant subject line</td>
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<tr>
<td>• electronic signature</td>
</tr>
<tr>
<td>• form of address</td>
</tr>
<tr>
<td>• formality/informality of language, tone and structure</td>
</tr>
<tr>
<td>• including original message in the reply</td>
</tr>
<tr>
<td>• length of emails (i.e. short and to the point)</td>
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<tr>
<td>• net ethics</td>
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<tr>
<td>• net etiquette/etiquette</td>
</tr>
<tr>
<td>• requesting read receipt</td>
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<tr>
<td>• sender's name and address</td>
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Checking outgoing email for accuracy may include:

<table>
<thead>
<tr>
<th>Checking outgoing email for accuracy may include checking:</th>
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<tbody>
<tr>
<td>• clarity of intended meaning</td>
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<tr>
<td>• completeness</td>
</tr>
<tr>
<td>• content</td>
</tr>
<tr>
<td>• grammar</td>
</tr>
<tr>
<td>• punctuation</td>
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<tr>
<td>• recipient's address</td>
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<tr>
<td>• spelling</td>
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<td>• structure</td>
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Attachments may include:

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<th>Attachments may include:</th>
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<tbody>
<tr>
<td>• PDFs</td>
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<tr>
<td>• pictures</td>
</tr>
<tr>
<td>• spreadsheets</td>
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<tr>
<td>• word processed documents</td>
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<tr>
<td>• any electronic file</td>
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Suspicious or potentially dangerous email may

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<thead>
<tr>
<th>Suspicious or potentially dangerous email may</th>
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<tbody>
<tr>
<td>• attachments</td>
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<tr>
<td>• email where sender is unknown, and subject line is enticing and/or</td>
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<tr>
<td>Include:</td>
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<tr>
<td>------------------</td>
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<tr>
<td>personal (e.g. urging the receiver to open immediately)</td>
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<tr>
<td>particular file extensions</td>
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<tr>
<td>spam (unsolicited commercial email or junk email)</td>
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<tr>
<td>unsolicited email containing viruses</td>
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<tr>
<th>Dealing with returned email may include:</th>
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<tbody>
<tr>
<td>checking email address</td>
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<tr>
<td>checking size of attachment/s</td>
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<tr>
<td>re-sending</td>
</tr>
<tr>
<td>sending message by other means e.g. facsimile, post</td>
</tr>
<tr>
<td>telephoning addressee</td>
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<tr>
<th>Storing email may include:</th>
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</thead>
<tbody>
<tr>
<td>email application software</td>
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<tr>
<td>paper-based filing system</td>
</tr>
<tr>
<td>specialised recordkeeping, spreadsheet or database software</td>
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<thead>
<tr>
<th>Mailing lists may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>database or spreadsheet records</td>
</tr>
<tr>
<td>electronic address books</td>
</tr>
<tr>
<td>word processing tables or data files</td>
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<thead>
<tr>
<th>Online collaboration may include:</th>
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<tbody>
<tr>
<td>chat rooms</td>
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<tr>
<td>email communications</td>
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<tr>
<td>instant messaging</td>
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<td>intranet</td>
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<thead>
<tr>
<th>Net etiquette may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>accepted (not mandated) rules for being a good net citizen (netizen)</td>
</tr>
<tr>
<td>adjust to the style and tone of discussion groups</td>
</tr>
<tr>
<td>be forgiving of other's mistakes</td>
</tr>
<tr>
<td>do not abuse your power</td>
</tr>
<tr>
<td>if you would not do it in real life do not do it in cyberspace</td>
</tr>
<tr>
<td>keep flames under control (flaming is making personal attacks on others)</td>
</tr>
<tr>
<td>look good online (spelling, grammar, and have something worth saying)</td>
</tr>
<tr>
<td>protocols for discussion groups</td>
</tr>
<tr>
<td>remember you are dealing with real people not computers</td>
</tr>
<tr>
<td>respect copyright</td>
</tr>
<tr>
<td>respect other people's privacy</td>
</tr>
<tr>
<td>respect other's time and bandwidth</td>
</tr>
<tr>
<td>share expert knowledge</td>
</tr>
</tbody>
</table>
BSBRKG401B Review the status of a record

Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to review and document the changing context and status of records which have been appraised as having temporary or ongoing value, and which have been identified as requiring conditions for access.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify classes of records justifying review</td>
<td>1.1. Compile and review a list of the criteria for review to be met by records and formats</td>
</tr>
<tr>
<td>2. Review disposal authority and access conditions</td>
<td>1.2. Apply the records in the subject jurisdiction criteria</td>
</tr>
<tr>
<td>2.1. Identify disposal authority, disposal class references and any access and security conditions for records, in accordance with industry practice</td>
<td></td>
</tr>
<tr>
<td>2.2. Identify and document records for which neither a disposal authority nor an access restriction exist, in accordance with industry practice</td>
<td></td>
</tr>
<tr>
<td>2.3. Assemble copies of related appraisal reports and access conditions for analysis</td>
<td></td>
</tr>
<tr>
<td>2.4. Make comparisons and take notes of any anomalies arising from the comparison, and recommend changes to existing disposal authorities and access conditions</td>
<td></td>
</tr>
<tr>
<td>3. Prepare new appraisal reports</td>
<td>3.1. Prepare new appraisal reports including reference to criteria justifying the review</td>
</tr>
<tr>
<td>3.2. Make new interpretations of existing access criteria in light of criteria justifying the review</td>
<td></td>
</tr>
<tr>
<td>3.3. Expose new appraisals and access interpretations to appropriate stakeholders for comment, and submit for approval</td>
<td></td>
</tr>
<tr>
<td>4. Implement recommendations and re interpretations</td>
<td>4.1. Prepare methodology for implementation and assemble necessary resources</td>
</tr>
<tr>
<td>4.2. Produce and promulgate revised disposal authorities and access conditions</td>
<td></td>
</tr>
<tr>
<td>4.3. Document progress throughout implementation and record any issues or implications arising from revised disposal authorities and access conditions</td>
<td></td>
</tr>
<tr>
<td>4.4. Document implementation process and outcomes in organisation's business or recordkeeping systems</td>
<td></td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

Required skills
- communication skills to explain and clarify procedures, and to consult with users of a records or business system
- literacy skills to read and interpret record content, functions and problems
- problem-solving and analysis skills to interpret and apply access and security rules, retention and disposal skills
- self management skills to accurately record metadata.

Required knowledge
- key provisions of relevant legislation from all forms of government, regulations, standards and documentation that may affect aspects of business operations, such as:
  - AS 5044.1:2002 AGLS Metadata element set
  - AS 5090:2003 Work process analysis for recordkeeping
  - AS ISO 15489:2004 Records management
  - AS ISO 23081.1:2006 Information and documentation - Records management
Required skills

- processes - Metadata for records - Principles
  - Australian Stock Exchange (ASX) Principles of Good Corporate Governance
  - ethical principles
  - codes of practice
  - privacy and freedom of information
  - archives and records legislation
  - occupational health and safety

- general principles and processes of records management and records management systems, such as:
  - systems of control
  - records continuum theory
  - mandate and ownership of business process
  - organisational business functions, structure and culture
  - organisational policies, strategies and procedures, particularly those relating to records access and security.

Evidence Guide

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

- Evidence of the following is essential:
  - defining issues in relation to a review of records
  - identifying potential recordkeeping implications of a change in the disposal status of records.

Range Statement

<table>
<thead>
<tr>
<th>Compiling and reviewing criteria may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• considering requirements for vital records including:</td>
</tr>
<tr>
<td>• legal liabilities</td>
</tr>
<tr>
<td>• ownership rights or entitlements</td>
</tr>
<tr>
<td>• policy records, precedents and decisions</td>
</tr>
<tr>
<td>• rights or entitlements of individuals</td>
</tr>
<tr>
<td>• consulting identifying documentation found in:</td>
</tr>
<tr>
<td>• databases</td>
</tr>
<tr>
<td>• lists</td>
</tr>
<tr>
<td>• notes in relation to the records</td>
</tr>
<tr>
<td>• proforma</td>
</tr>
<tr>
<td>• consulting retention and disposal schedules, which may be:</td>
</tr>
<tr>
<td>• continuing</td>
</tr>
<tr>
<td>• functional</td>
</tr>
<tr>
<td>• general</td>
</tr>
<tr>
<td>• multiple</td>
</tr>
<tr>
<td>• one-time</td>
</tr>
<tr>
<td>• single</td>
</tr>
<tr>
<td>• identifying:</td>
</tr>
<tr>
<td>• access restrictions</td>
</tr>
<tr>
<td>• any extenuating impediments to the destruction of records</td>
</tr>
<tr>
<td>• how information is likely to be presented and manipulated</td>
</tr>
<tr>
<td>• how information is likely to be retrieved</td>
</tr>
<tr>
<td>• how many people will need to retrieve the information</td>
</tr>
<tr>
<td>• what information is needed</td>
</tr>
<tr>
<td><strong>Criteria for review</strong> may include:</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• particular subject, for example, having political, educational, scientific, sociological or other interest</td>
</tr>
<tr>
<td>• sustainability - voluminous record that is not used sufficiently frequently might not justify the resources its preservation consumes</td>
</tr>
<tr>
<td>• sensitivity - some records may be deemed so sensitive that they may never be used for research</td>
</tr>
<tr>
<td>• data extraction - previously unused means of extracting data from a particular record may increase its value</td>
</tr>
<tr>
<td>• environmental context - business environments, community expectations, governance frameworks, legislative and regulatory mandates or relevant recordkeeping principles and standards</td>
</tr>
<tr>
<td><strong>Records and formats</strong> may include:</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• different stages of use:</td>
</tr>
<tr>
<td>• active</td>
</tr>
<tr>
<td>• archival</td>
</tr>
<tr>
<td>• digital:</td>
</tr>
<tr>
<td>• remote drives</td>
</tr>
<tr>
<td>• servers</td>
</tr>
<tr>
<td>• CDs</td>
</tr>
<tr>
<td>• DVDs</td>
</tr>
<tr>
<td>• imaging systems</td>
</tr>
<tr>
<td>• PC-based applications</td>
</tr>
<tr>
<td>• mainframe</td>
</tr>
<tr>
<td>• documentation relating to:</td>
</tr>
<tr>
<td>• authenticity</td>
</tr>
<tr>
<td>• integrity</td>
</tr>
<tr>
<td>• reliability</td>
</tr>
<tr>
<td>• social or business activities</td>
</tr>
<tr>
<td>• useability</td>
</tr>
<tr>
<td>• physical:</td>
</tr>
<tr>
<td>• audio-visual or multimedia</td>
</tr>
<tr>
<td>• graphic</td>
</tr>
<tr>
<td>• microform</td>
</tr>
<tr>
<td>• paper-based (acid free or multiple copies)</td>
</tr>
<tr>
<td>• variety of sources:</td>
</tr>
<tr>
<td>• already in the custody of the organisation</td>
</tr>
<tr>
<td>• in the process of being transferred between organisations</td>
</tr>
<tr>
<td><strong>Access and security conditions</strong> may include:</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• confidential</td>
</tr>
<tr>
<td>• high-security (restricted)</td>
</tr>
<tr>
<td>• open</td>
</tr>
<tr>
<td><strong>Anomalies</strong> may include:</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• changes to legislation such as census records becoming publicly accessible</td>
</tr>
<tr>
<td>• citizenship status of people may change granting them different rights from what existed previously</td>
</tr>
<tr>
<td>• government policy may see the value of records officially changed by decree</td>
</tr>
</tbody>
</table>
- new technology may be developed to enable more information to be extracted from x-ray film

**Recordkeeping systems** may include:

- archival control systems
- business systems
- cash register-based systems
- characteristics relating to:
  - aggregations
  - context
  - entities
  - metadata
  - current business or records systems
- electronic records and document management system (ERDMS)
- informal
- paper-based accumulation and card systems
- PC-based accounting systems, employee and tax records systems
- proprietary recordkeeping package
- storage facilities systems
CHCCD401E Support community participation

Unit Descriptor
This unit describes the knowledge and skills required to provide a range of opportunities for community groups and individuals to participate and design cooperative arrangements for addressing common concerns.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Work with individuals and the community to promote participation | 1.1 Undertake work to identify key community issues to be addressed  
1.2 Undertake planning to address community issues to ensure:  
   - appropriate policies and strategies are developed  
   - adequate resourcing is identified  
   - key people are consulted  
   - identified needs are addressed  
1.3 Ensure processes are forward looking and proactive  
1.4 Use appropriate interpersonal and networking skills to enlist support from key people and groups  
1.5 Provide opportunities for community input to planning provision of services  
1.6 Guarantee community input and participation in services  |
| 2. Support existing community activities | 2.1 Undertake appropriate review of the relevance of existing community activities, based on changing community needs  
2.2 Provide relevant support and assistance to existing community activities to obtain additional resources required for effective operation  
2.3 Provide support to community groups to monitor and evaluate processes, progress and outcomes of activities  
2.4 Provide appropriate support to community groups to become self managing in the implementation of plans |

Required Skills and Knowledge

**Essential knowledge:**
These include knowledge of:
- Community development methods and their principles and practices
- Funding sources and their policies and strategies for encouraging community input and participation
- budget and funding allocation
- Local, state and federal strategies/legislation
- Health promotion (as per Ottawa Charter for Health Promotion (1986), the Jakarta Declaration on Leading Health Promotion into the 21st Century (1997) and the Bangkok Charter for Health Promotion in a Globalized World (2005))

**Essential skills:**
It is critical that the candidate demonstrate the ability to:
- Demonstrate the capacity to undertake a range of activities to ensure appropriate participation by groups and individuals in community based activities
- In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role
  - These include the ability to:
    - Work with key people or stakeholders in the community
- Demonstrate application of skills in:
  - research relating to the community
  - policy development
  - report writing, including effective use of relevant information technology in line with work health and safety (WHS) guidelines
  - evaluating effectiveness of community based activities
  - budgeting
  - negotiation, liaison, networking
  - marketing
  - facilitation

**Evidence Guide**

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills.

This unit will be assessed in the workplace or in a simulated workplace under the normal range of workplace conditions.

**Range Statement**

| Working with the community may include activities associated with: | Health promotion  
| Community service delivery  
| Community projects  
| Community development  
| Community action  
| Community planning  
| Consultative and planning committees  
| Sector development structures |
|---|---|
| Opportunities for 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 organisation 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
CHCCD413E Work within specific communities

Unit Descriptor
This unit describes the knowledge and skills required to work with individuals or groups in specific communities.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Define the issues of specific communities or groups | 1.1 Identify the details of individual and group issues of the specific community through appropriate research and consultation  
1.2 Identify the values and structures of the community as they impact on individuals and groups  
1.3 Identify, by appropriate research and consultation, preferred means of dealing with individuals and groups from specific communities |
| 2. Undertake relevant work in the context of specific communities or groups | 2.1 Use the values, issues and structures within specific communities to define the ways of working  
2.2 Identify relevant community structures and utilise to maximise outcomes for individuals and groups  
2.3 Ensure work within communities is consistent with defined job role and agreed protocols  
2.4 Utilise interpersonal skills which are consistent with community practices and standards |
| 3. Evaluate work undertaken within specific communities | 3.1 Undertake appropriate evaluation of work in consultation with relevant community stakeholders  
3.2 Monitor work within communities to ensure reflection of relevant values and structures  
3.3 Undertake evaluation in a manner that ensures responsiveness to community needs and issues |

Required Skills and Knowledge

**Essential knowledge:**
- The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.
- These include knowledge of:
  - 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
  - Relevant networks, people, stakeholders
  - Culture and diversity
  - Models of society
  - Critique of socialisation theory
  - Family, power
  - Understanding of deviance
  - Identity theories
  - Specific knowledge areas may include aging, youth women, health, housing, environment, multiculturalism, family violence etc.

**Essential skills:**
- It is critical that the candidate demonstrate the ability to:
- Demonstrate the capacity to work effectively with a specific group, validated by community acceptance and the impact of work undertaken
- In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role
- These include the ability to:
- Demonstrate application of skills in:
  - consultation
  - facilitation
  - research, including data collection/analysis and recording, and effective use of relevant information technology in line with work health and safety (WHS) guidelines
- high level interpersonal relationship

**Evidence Guide**

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills

This unit may be assessed on the job using appropriate relevant materials and examples or through simulation

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

**Range Statement**

<table>
<thead>
<tr>
<th><strong>Issues of specific communities may relate to:</strong></th>
<th><strong>Work may relate to:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural and linguistic diversity</td>
<td>Specific groups, issues or communities e.g. health issues of young people from particular cultural backgrounds and/or geographic areas</td>
</tr>
<tr>
<td>Risk of self-harm</td>
<td>Research activities</td>
</tr>
<tr>
<td>Mental health</td>
<td>Policy development</td>
</tr>
<tr>
<td>Gender</td>
<td>Advocacy</td>
</tr>
<tr>
<td>Sexuality</td>
<td>Referrals</td>
</tr>
<tr>
<td>Age</td>
<td>Project development and implementation</td>
</tr>
<tr>
<td>General health</td>
<td>Project design and implementation</td>
</tr>
<tr>
<td>Alcohol and other drugs abuse</td>
<td></td>
</tr>
<tr>
<td>Disability</td>
<td></td>
</tr>
<tr>
<td>Location e.g. urban, rural and remote</td>
<td></td>
</tr>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Family systems</td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Context of work may</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Social, political and economic issues impacting upon specific</td>
</tr>
<tr>
<td><strong>include:</strong></td>
</tr>
<tr>
<td>-------------</td>
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<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Values and structures may include:</strong></th>
<th>Cultural preference and mores of specific groups e.g. religious/spiritual observances</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Language</td>
</tr>
<tr>
<td></td>
<td>- Family relationships</td>
</tr>
<tr>
<td></td>
<td>- Status/protocol</td>
</tr>
<tr>
<td></td>
<td>- Ceremonies/celebrations</td>
</tr>
<tr>
<td></td>
<td>- Prohibitions/taboos</td>
</tr>
</tbody>
</table>
CHCMED413B Manage communication processes to define the dispute

Unit Descriptor
This unit describes the knowledge and skills required for mediators to establish and manage the communication process to enable the parties to define the dispute

Elements and Performance Criteria

**Element 1. Establish communication protocols**

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Check with parties that they are clear about what is going on, and respond to their queries</td>
</tr>
<tr>
<td>1.2 Identify special communication needs of all stakeholders</td>
</tr>
<tr>
<td>1.3 Negotiate with parties re prioritisation of issues for mediation</td>
</tr>
<tr>
<td>1.4 Confirm the ground rules for the mediation process with all parties</td>
</tr>
</tbody>
</table>

**Element 2. Model communication skills to facilitate the mediation process**

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 As a mediator, present as a neutral and impartial process facilitator within the agency guidelines</td>
</tr>
<tr>
<td>2.2 Demonstrate consistent accurate and clear communication with the parties and their representatives</td>
</tr>
<tr>
<td>2.3 Acknowledge parties’ feelings, concerns and views on relevant issues</td>
</tr>
<tr>
<td>2.4 Regularly check parties’ understanding of the proceedings</td>
</tr>
</tbody>
</table>

**Element 3. Define the dispute**

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Involve parties in identifying and defining the dispute</td>
</tr>
<tr>
<td>3.2 Establish common ground between the parties</td>
</tr>
<tr>
<td>3.3 Describe the dispute using appropriate terms</td>
</tr>
<tr>
<td>3.4 Define the dispute in terms of interests where appropriate</td>
</tr>
<tr>
<td>3.5 Order, differentiate and prioritise issues</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

**Essential knowledge:**
- The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role
- These include:
  - Understanding of the application of relevant legislation
  - Awareness of the impact of culture on the definition of the dispute
  - Understanding of the Privacy Act and Freedom of Information
  - Sufficient understanding of other legislation such as property law that may impact on the definition of the dispute

**Essential skills:**
- It is critical that the candidate demonstrate the ability to:
  - Use appropriate interpersonal skills and knowledge of the agency system to guide the mediation process, in particular to:
    - apply knowledge, skills and ethics relevant to the areas of practice as outlined in the 2001 NADRAC standards
    - apply mediation with an awareness and sensitivity to conflict, culture and context
    - apply skills in negotiation, communication and decision-making
    - demonstrate understanding and implementation of relevant procedures
    - summarise presented positions accurately to parties
    - identify gaps in understanding
    - assist parties to interpret issues and needs to define the dispute
    - apply the agency systems
- interpret documentation accurately and comply with legal and procedural requirements
- apply accurate understanding of own work roles and responsibilities in relation to service delivery
- In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role
- These include the ability to:
  - Maintain confidentiality and to deal effectively with breaches of confidentiality especially when client safety is threatened
  - Adapt the mediation process to include relevant stakeholders
  - Demonstrate application of skills in:
    - organisation of information
    - questioning and active listening to identify gaps in information provided
    - problem solving
    - literacy and communication applied to analysis, evaluation and presentation of information including preparing documents and reports related to legal requirements and client needs
  - Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills
Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of consistent performance
This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence
Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities and occupational specialisations

Range Statement

<table>
<thead>
<tr>
<th>Knowledge refers to:</th>
<th>The understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practice effectively an ADR process</th>
</tr>
</thead>
</table>
| Communication protocols refers to agreed communication processes: | When working in a co-mediation process  
When mediating over different mediums e.g. video situations  
Processes established to support communication within the agency and between agencies |
| Specialist communication skills refers to: | Means by which an emotionally safe and empathic environment is created  
Means for communicating with people with disabilities or where English is not the first language  
Methods of communicating with different age, religious, gender and sexual identity groups  
Non-judgemental communication techniques  
Using strategies that empower parties to seek and present information |
- Cultural, sub-cultural awareness/sensitivity
- Demonstrating empathy
- Using appropriate body language
- Reflecting, summarising and paraphrasing
- Asking appropriately worded and structured questions
- Using conflict management skills if appropriate
- If needed, use of a qualified interpreter
- Recognition of client/worker power differences
- Maintaining confidentiality
- Active listening

### Stakeholders may include:
- Clients/parties to the dispute
- Family members
- Community members

### Ground rules refers to:
- The management and conduct of a dispute resolution process

### Common ground refers to:
- Anything both parties may agree upon
CHCMED415A Facilitate interaction between parties in mediation

Unit Descriptor
This unit describes the knowledge and skills required for mediators to facilitate the agreed process of mediation.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Facilitate the development of trust in the process</td>
<td>1.1 Achieve appropriate degree of <em>party responsibility</em> for outcome and process</td>
</tr>
<tr>
<td></td>
<td>1.2 Facilitate all parties to hear each others' dispute and consider all relevant arguments</td>
</tr>
<tr>
<td></td>
<td>1.3 Develop and maintain trust by demonstrating own sincerity and integrity</td>
</tr>
<tr>
<td>2. Assist parties to share problem solving and negotiation</td>
<td>2.1 Assist parties to prepare for problem solving and negotiation</td>
</tr>
<tr>
<td></td>
<td>2.2 Support parties to identify options for decision-making</td>
</tr>
<tr>
<td></td>
<td>2.3 Acknowledge creative and inventive problem-solving strategies</td>
</tr>
<tr>
<td></td>
<td>2.4 Assist parties to identify agreements and decisions made, and future action required</td>
</tr>
<tr>
<td>3. Work within limitations of the mediation process</td>
<td>3.1 Identify and take into account legislative and other constraints</td>
</tr>
<tr>
<td></td>
<td>3.2 Support parties to identify real needs and goals</td>
</tr>
<tr>
<td></td>
<td>3.3 Summarise consequences of parties' positions and manage impasses to prevent loss of face and facilitate final closure</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

**Essential knowledge:**
- The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.
- These include:
  - Understanding of family/group dynamics
  - Understanding of the importance of significant others for the process of mediation and the implementation of outcomes
  - Understanding of the application of the Relevant legislation
  - Awareness of the impact of culture on the progress of the mediation
  - Understanding of the Privacy Act and Freedom of Information
  - Sufficient understanding of other legislation such as property law that may impact on the definition of the dispute
  - Awareness of one's own strengths and limitations in handling the mediation process, and the boundaries of one's role
  - The interaction of different values, beliefs, assumptions and prejudices, and their effect on the process
  - Clarity over professional and personal boundaries, the knowledge of how to retain professional warmth, empathy and objectivity while keeping personal feelings and experiences in abeyance
  - Awareness of one's own interpersonal communication style and the effect it has on others
  - Awareness of personal responses to conflict and high emotion

**Essential skills:**
- It is critical that the candidate demonstrate the ability to:
Use appropriate interpersonal skills and knowledge of the Agency system to guide the mediation process to:

- apply knowledge, skills and ethics relevant to the areas of practice as outlined in the 2001 NADRAC standards
- apply mediation with an awareness and sensitivity to conflict, culture and context
- apply skills in negotiation, communication and decision-making
- demonstrate understanding and implementation of relevant procedures
- use appropriate interpersonal skills knowledge of the agency system to facilitate the mediation process
- Demonstrate integrity and trustworthiness
- Demonstrate fairness and lack of bias at all times
- Apply the agency systems
- Apply accurate understanding of own work roles and responsibilities in relation to service delivery
- In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role
- These include the ability to:
- Create means by which an emotionally safe and empathic environment
- Provide means for communicating with people with disabilities or where English is not the first language
- Apply methods of communicating with different age, religious, gender and sexual identity groups
- Demonstrate application of skills in:
- non-judgemental communication techniques
- using strategies that empower parties to assist in gaining the best outcomes
- cultural, sub-cultural awareness/sensitivity
- demonstrating empathy
- using appropriate body language
- reflecting, summarising and paraphrasing
- asking open-ended questions
- the ability to ask direct questions about issues in dispute in a sensitive and appropriate way
- recognition of client/worker power differences
- maintaining confidentiality
- active listening
- If needed, use a qualified interpreter whose involvement will not jeopardise the safety of the parties or parties' family

**Evidence Guide**

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills

Evidence of competency in this unit will need to be assessed over a period of time in order to gather evidence of consistent performance

This will include contexts applicable to the work environment, such as actual or simulated workplace situations involving a combination of direct, indirect and supplementary forms of evidence

Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities
Range Statement

<table>
<thead>
<tr>
<th>Knowledge refers to:</th>
<th>▪ The understanding of relevant theories, principles, practices their application and other aspects of knowledge, which may be desirable or necessary in order to practice effectively an ADR process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Party responsibility refers to:</td>
<td>▪ The desire and capability the party demonstrates to seek a resolution within the mediation framework</td>
</tr>
<tr>
<td>Limitations of the mediation process refers to:</td>
<td>▪ Differences between mediation and other alternative dispute resolution processes</td>
</tr>
</tbody>
</table>
CHCORG525D Recruit and coordinate volunteers

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

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Identify the need and roles for volunteers in the organisation | 1.1 Identify potential roles for volunteers  
1.2 Discuss roles and reach agreement with management  
1.3 Develop role descriptions  
1.4 Identify processes to support volunteers |
| 2. Recruit volunteers | 2.1 Seek volunteers through advertising in relevant media and community networks  
2.2 Arrange and complete interviews with potential volunteers  
2.3 Make selections and advise management  
2.4 Advise successful volunteers of their selection  
2.5 Where necessary, maintain a waiting list of appropriate applicants  
2.6 Implement an on-going recruitment program as required |
| 3. Provide orientation to the organisation | 3.1 Provide volunteers with an orientation to the organisation  
3.2 Provide training for specific role in a manner appropriate to organisation needs and resources |
| 4. On-going support of volunteers is provided | 4.1 Establish regular meetings of volunteers  
4.2 Regularly review roles and performance  
4.3 Provide individual support and debriefing when necessary |

Required Skills and Knowledge

**Essential knowledge:**
- The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role
- These include knowledge of:
  - Relevant legislation and public policies relating to the employment of unpaid workers
  - The impact of cultural or community attitudes on appropriate roles, relationships and approaches of the volunteer worker
  - The implications of differences in attitudes and values in working in the agency

**Essential skills:**
- It is critical that the candidate demonstrate the ability to:
  - Undertake volunteer recruitment and coordination to meet both the needs of the organisation and support requirements for volunteer roles
  - In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role
- These include the ability to:
  - Demonstrate application of skills in:
    - coordination of people, processes and information
    - provision of support to a diverse range of people
    - conflict resolution/negotiation and mediation
- cross cultural communication and negotiation
- verbal and written communication
- Communicate the importance of recognising and addressing environmental responsibility and sustainable practice issues

**Evidence Guide**

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

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit can be assessed in the community or in a simulation which relates closely to the experience of the workplace and the community
- Consistency in performance should consider the volunteer recruitment and coordination requirements of the workplace

**Range Statement**

<table>
<thead>
<tr>
<th>Volunteers may include:</th>
<th>Unpaid workers who are in paid employment elsewhere</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unpaid workers who are not in paid employment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Roles for volunteers may include:</th>
<th>Agency management</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct service including reception, telephone advice lines, service user support</td>
</tr>
</tbody>
</table>

...
CHC30112 - Certificate III in Community Services Work
Core & Suggested Elective Units

There are a total of 13 units of competency required for this qualification; 8 core units and 5 electives.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Core/Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCADMIN305F</td>
<td>Work within the administration protocols of the organisation</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCD412B</td>
<td>Work within a community development framework</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCOM302D</td>
<td>Communicate appropriately with clients and colleagues</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCS308B</td>
<td>Provide first point of contact</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCS411C</td>
<td>Work effectively in the community sector</td>
<td>Core</td>
</tr>
<tr>
<td>CHCNET301D</td>
<td>Participate in networks</td>
<td>Core</td>
</tr>
<tr>
<td>CHCORG303C</td>
<td>Participate effectively in the work environment</td>
<td>Core</td>
</tr>
<tr>
<td>HLTWHS300A</td>
<td>Contribute to WHS processes</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCS401C</td>
<td>Facilitate responsible behaviour</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCS422B</td>
<td>Respond holistically to client issues and refer appropriately</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCD401E</td>
<td>Support community participation</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBINM201A</td>
<td>Process and maintain workplace information</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCAC318B</td>
<td>Work effectively with older people</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCAD401D</td>
<td>Advocate for clients</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCD307D</td>
<td>Support community resources</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCD413E</td>
<td>Work within specific communities</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCS419C</td>
<td>Provide support services to clients</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCDIS301C</td>
<td>Work effectively with people with a disability</td>
<td>Elective</td>
</tr>
</tbody>
</table>
**CHCADMIN305F Work within the administration protocols of the organisation**

**Unit Descriptor**
This unit describes the knowledge and skills required to work within an organisation's administration protocols in both community and government settings

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. **Complete workplace forms and documents** | 1.1 Select appropriate form for purpose  
1.2 Complete *workplace forms and documents* in accordance with *organisation* protocols and procedures  
1.3 Follow organisation protocols and procedures for the submission of personal documents |
| 2. **Store and maintain organisation information** | 2.1 Keep information in accordance with organisation guidelines  
2.2 Provide access to information to appropriate individuals  
2.3 Maintain confidentiality and security of information  
2.4 Report breaches of confidentiality to appropriate person |
| 3. **Use and maintain equipment and machines** | 3.1 Select equipment appropriate to the task and use according to *organisation procedures* and manufacturer's instructions  
3.2 Store and dispose equipment and materials in accordance with *organisation procedures*  
3.3 Deal with issues and problems arising from the operation of equipment in accordance with organisation protocols  
3.4 Undertake training to use particular equipment as needed |
| 4. **Manage inquiries in accordance with organisation policy and protocol** | 4.1 Respond to *inquiries* promptly according to established procedures  
4.2 Take and distribute verbal and written messages in accordance with organisation protocols  
4.3 Utilise communication equipment in accordance with organisation protocols  
4.4 Utilise appropriate telephone techniques |

**Required Skills and Knowledge**

**Essential knowledge:**
These include knowledge of:
- Australia Post specifications for mail
- Confidentiality requirements
- Locations and titles of personnel
- WHS requirements applying to use of basic workplace technology and equipment
- Organisation policies and procedures for incoming and outgoing mail
- Organisation policies and procedures for maintaining supplies and using practices to enhance sustainability, in particular through efficient use of resources
- Organisation policies and procedures for recording information and keeping records
- Organisation policies and procedures for security and circulation
- Recording mechanisms

**Essential skills:**
It is critical that the candidate demonstrate the ability to:
- Complete documentation, if required by organisation/service
- Demonstrate competency over the full range of equipment that the worker would be expected to use
- Identify and follow relevant policies, guidelines and procedures of the organisation relating
to administrative duties

- In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.
- These include the ability to:
  - Apply 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
    - organisation’s forms may also vary in complexity
    - language used may be English or a community language
  - Apply oral communication skills required to fulfil the job role in the organisation/service:
    - oral skills may include listening to enquiries to providing simple factual information relevant to the workplace and client group
    - language used may be English or community language depending on the client group
  - Apply 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 understanding the names on envelopes/correspondence to reading pamphlets to determine their relevance to an enquiry
  - Apply 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 information on organisation forms
    - Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues, including appropriate practices to ensure efficient use of resources
  - Use workplace equipment appropriate to job role
  - Use information systems and technology

**Evidence Guide**

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills.

Evidence must include observation of performance in the work environment or in a simulated work setting.

**Range Statement**

**Workplace forms and documents include:**

- Client contact registers including telephone calls
- Job sheets, time sheets, rosters
- Meeting registers and records
- Organisation’s standard forms
- Organisations policies and procedures
- Promotional materials
- Purchase orders and invoices
- Relevant legislation
- SOP’s

**Records may be:**

- Accounting records e.g. account for payments, petty cash
- payments, purchases
- Assessment and referral records
- Client records e.g. client statistics, client details, contact numbers etc.
- Purpose designed report forms
- Records of jobs/clients attended
- Sign on/sign off sheets

**Store and maintain organisation information includes:**
- Data base
- Management of computer directories
- Manual and computer filing

**Equipment and machines include:**
- Answering machines
- Appliances
- Cleaning equipment
- Computers
- Email
- Fax machines
- Machinery
- Maintenance equipment
- Microwave ovens
- Photocopiers
- Telephones
- Two-way radios
- Vehicles

**Maintenance of equipment is:**
- According to routine maintenance instructions and responsibilities of the job role

**Inquiries may be internal and external via:**
- Email
- Facsimiles
- Internal office memos
- Letters
- Personal visits
- Telephone calls

**Reports may be in English or community language as required by the organisation/service:**
- Chart reports
- Letters
- Memos
- Notes
- Records
- Verbal or written

**Organisation procedures and policies include those relating to:**
- Circulation
- Confidentiality
- Filing and indexing
- Security

**Organisation may refer to:**
- Government departments
- Public or private companies
- Small businesses
- Sole trader businesses
CHCCD412B Work within a community development framework

Unit Descriptor
This unit describes the knowledge and skills required to work within a community development framework. A community development framework may include a range of methods designed to strengthen and develop communities by enhancing individual and group capacity to confidently engage with community structures and to address problems and issues.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| **1. Operate within a community development framework** | 1.1 Reflect a current working knowledge and understanding of community development vision and mission in work undertaken  
1.2 Reflect through work, a commitment to working with communities to resolve their issues through enhancing skills, accessing appropriate support and working with others in the community who share concerns and issues  
1.3 Underpin work with a commitment to the principles of community development  
1.4 Demonstrate understanding of the interrelationships of the needs and rights of the individual, the family, the community and society  
1.5 Reflect through work, a demonstrated understanding of the impact of current and changing social, political and economic contexts  
1.6 Work in a manner which reflects the impact of worker’s own value base and values within a community development framework |
| **2. Distinguish between private and public issues arising in community development work** | 2.1 Employ appropriate interpersonal skills to hear individual stories and distinguish between private and public issues  
2.2 Identify the individual’s willingness to engage in a public process to bring about change and facilitate the move from private concern to public action  
2.3 Provide appropriate referrals to assist people to deal with personal issues  
2.4 Ensure all work reflects and meets duty of care responsibilities |
| **3. Work with groups to achieve community development outcomes** | 3.1 Contribute to analysis of community needs  
3.2 Identify shared community needs within the public group processes  
3.3 Identify appropriate strategies with the group in order to ensure community issues are addressed  
3.4 Identify community structures and resources available to groups to maximise outcomes for groups  
3.5 Provide advice and information to groups and individuals as required to ensure they are fully informed about relevant issues and opportunities |
| **4. Work effectively with diversity in the community** | 4.1 Ensure all work reflects a commitment to the principles of access and equity  
4.2 Ensure all work reflects respect and understanding of individual differences  
4.3 Ensure all work reflects recognition of the positive contribution of diversity in the community  
4.4 Adapt inclusive work processes that enhance people’s participation |

Required Skills and Knowledge

**Essential knowledge:**
It is critical that the candidate demonstrate knowledge of:
- Own biases related to community development
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Strategies for addressing individual differences
- Principles and practices of community development work, including:
  - structural disadvantage and inequality,
  - social justice and human rights,
  - empowerment
  - recognition of personal and public political process
  - commitment to peoples’ participation
- Work models within a community development framework, including:
  - social action
  - advocacy
  - locality development work
  - brokering connections between communities and systems
  - community needs analysis / research

**Essential skills:**
- It is critical that the candidate demonstrate the ability 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
  - Review and modify own work practice within a community development framework
  - In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role
  - These include the ability to:
    - Apply appropriate communication and interpersonal skills relevant to work area
    - Demonstrate application of skills in:
      - research
      - needs analysis and assessment in a community context
      - relevant literacy standards and skills necessary to meet reporting requirements of work area
      - reflective listening
      - referral
    - Recognise and act upon opportunities to enhance sustainability in the workplace

**Evidence Guide**

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills

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

It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations

**Range Statement**

<table>
<thead>
<tr>
<th>Work in the industry includes:</th>
<th>Paid work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unpaid work</td>
<td>-----------</td>
</tr>
<tr>
<td>Voluntary</td>
<td>-----------</td>
</tr>
</tbody>
</table>

| Principles of community development include: | 'People-centred’ developmental approach to work that may be civil, political, economic, social or cultural |
| Committee to participatory democracy, |
| Commitment to peoples’ participation, |
| Empowerment |
| Justice (commutative, distributive and social), and human rights |
| Reciprocity and mutuality |
| Recognition of personal and public political process, |
| Recognition of the value of process, including as an outcome |
| Respecting and valuing local knowledge and skills, |

**Ethical practices include those relating to:**
- Financial management
- Information collection, storage and dissemination
- Operation of community and other organisations
- Professional relationships

**Group processes and models include:**
- Community action

**Community development outcomes may include:**
- Building capacity to address problems in the community and to strengthen community structures
- Community facilities
- Community planning
- Community projects
- Consultative and planning committees
- Enhanced community capacity
- Enhanced community skills
- Enhanced social capital
- Increased capacity of groups and individuals to engage with political and community structures
- Increased community self confidence in public activity
- Inter-community collaboration
- Meeting community needs
- New or improved service delivery
- Other outcomes identified by the community or the group
- Policy changes

**Appropriate course of action may include:**
- A public response/meeting
- Conducting a specific project
- Development of a program
- Establishment of organisational arrangements
- Group action

**Appropriate referrals may include**
- Not part of agency mandate
- Private matters
- Public matters that are already being addressed elsewhere

**Areas of difference and diversity include:**
- Culture and cultural practices relating to:
  - religion/spiritual observances
  - family relationships
  - status/protocol
  - ceremonies/celebrations
  - prohibition/taboos
  - Language
| Social, economic, physical and health issues |
CHCCOM302D Communicate appropriately with clients and colleagues

Unit Descriptor
This unit describes the knowledge and skills required to *exercise effective communication skills* in the workplace.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exercise effective communication techniques</td>
<td>1.1 Reflect an understanding and respect for individual differences and needs in all forms of communication with clients and colleagues.</td>
</tr>
<tr>
<td></td>
<td>1.2 Introduce oneself appropriately.</td>
</tr>
<tr>
<td></td>
<td>1.3 Ensure communication is clear and relevant to situation/activities undertaken.</td>
</tr>
<tr>
<td></td>
<td>1.4 Use touch and other non-verbal means of communication as appropriate.</td>
</tr>
<tr>
<td></td>
<td>1.5 Seek, obtain and implement advice about communication difficulties with clients or colleagues from supervisor or appropriate person.</td>
</tr>
<tr>
<td>2. Follow routine instructions</td>
<td>2.1 Carry out workplace instructions within agreed timeframes.</td>
</tr>
<tr>
<td></td>
<td>2.2 Seek clarification to understand work instructions, when required.</td>
</tr>
<tr>
<td></td>
<td>2.3 Refer difficulties in carrying out instructions to supervisor or appropriate person.</td>
</tr>
<tr>
<td>3. Complete reports as required</td>
<td>3.1 Complete reports to the standard expected in the workplace.</td>
</tr>
<tr>
<td></td>
<td>3.2 Complete reports within identified timeframes.</td>
</tr>
<tr>
<td></td>
<td>3.3 Ensure reports are clear and accurate.</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

**Essential knowledge:**
- Principles of effective communication.
- Dealing with cultural diversity.
- Referral processes of organisation.
- Effect of sensory loss and cognitive impairment.
- Relevant guidelines and procedures.
- A range of written material relevant to the job role.

**Essential skills:**
- These include the ability to:
  - Adjust communication to meet differing needs.
  - Use assertive communication.
  - Use active listening and recognise non-verbal triggers.
  - Provide feedback.
  - Minimise conflict and tensions.
  - Use 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 work health and safety (WHS) 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.
    - Use oral communication skills required to fulfil job roles as specified by the organisation/service:
      - 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

**Evidence Guide**

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills

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

This may include the use of languages other than English and alternative communications systems

Assessment may be conducted on one or more occasions and must include the normal range of workplace situations with clients and colleagues

Competency should be demonstrated over the range of communication methods used in the workplace (e.g. oral, written notes, memos, letters etc) and include communication with both clients and colleagues

**Range Statement**

<table>
<thead>
<tr>
<th>Diversity may relate to individual differences and needs and may include:</th>
<th>Age</th>
<th>Behavioural</th>
<th>Cultural</th>
<th>Developmental</th>
<th>Emotional</th>
<th>Intellectual</th>
<th>Physical</th>
<th>Religious/spiritual</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication includes:</td>
<td>All verbal and non-verbal interaction with clients and colleagues in a range of appropriate interpersonal contexts</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicating effectively will be carried out within requirements established by:</td>
<td>Anti-discrimination legislation</td>
<td>Accepted cultural protocols</td>
<td>Accepted language protocols and systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise effective communication skills includes:</td>
<td>Being non-judgemental</td>
<td>Active listening, where culturally appropriate</td>
<td>Non-verbal behaviour to indicate understanding of what is being said</td>
<td>Clarifying what is said</td>
<td>Responses that are culturally appropriate</td>
<td>Participating in group processes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate person may be from within or outside the organisations may be:</td>
<td>Colleagues</td>
<td>Immediate supervisor</td>
<td>Other health workers</td>
<td>Consultant</td>
<td>Clients and families/carers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructions may include:</td>
<td>Manufacturer’s/operating written instructions</td>
<td>Work unit guidelines, procedures and protocols including WHS procedures and protocols for using interpreters</td>
<td>Supervisor’s or management instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Instructions may be: | Written  
<table>
<thead>
<tr>
<th></th>
<th>Verbal</th>
</tr>
</thead>
</table>
| Reports may be verbal or written and may include: | Notes  
|                  | Records  
|                  | Memos  
|                  | Letters  
|                  | Clients records  
|                  | Verbal 'hand overs' at the end of a shift  
|                  | Case file notes |
**CHCSS308B Provide first point of contact**

**Unit Descriptor**
This unit describes the knowledge and skills required to follow organisation guidelines in the exchange of routine information with clients, to establish a priority of needs, and identify and to respond to their immediate needs including the providing information about services available.

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Greet and observe client | 1.1 Listen to and acknowledge client in a pleasant and accepting way  
1.2 Respond to distressed people in a relaxed and calm manner  
1.3 Report observations about client to appropriate person/s within the organisation |
| 2. Collect routine information from the client | 2.1 Collect and document identifying information in accordance with organisation procedures  
2.2 Discuss reasons for contact with the service with client in accordance with organisation procedures  
2.3 Maintain client confidentiality in accordance with organisation policies and procedures  
2.4 Explain and observe client rights and responsibilities in accordance with organisation policy |
| 3. Identify priority of need for service | 3.1 Refer client to appropriate persons according to urgency and nature of need and organisation guidelines  
3.2 Assess personal safety of self, client and others in accordance with organisation procedures and policies and within own role  
3.3 Seek assistance as appropriate |
| 4. Provide information to clients about the service and other relevant services | 4.1 Provide client with current, relevant and culturally appropriate information on the service and other relevant services and what each provides  
4.2 Assist clients to contact other agencies/services as appropriate to obtain further information |

**Required Skills and Knowledge**

**Essential knowledge:**
- Stigma/prejudice
- Local community needs
- Normal behaviour/unusual behaviour/impact of cognitive impairment on behaviour
- Agency role, agency target group in the community
- Basic knowledge of culturally specific behaviour
- Agency procedures and policies relating to provision of first point of contact for potential clients
- Understanding of relationships between service providers
- Other services and networks
- Requirements for client registration
- Waiting times for the service
- Organisation policies and procedures for confidentiality
- Organisation storage and recording systems
- Organisation activities and timetables
- Organisation requirements for monitoring services and/or attendance
- Clients rights and responsibilities in the organisation
Workers’ rights and responsibilities in the organisation
Knowledge specific to working with people from culturally and linguistically diverse backgrounds
Knowledge specific to working with people at risk of self-harm

**Essential skills:**
These include the ability to:
- Demonstrate a non-judgemental approach to working with people
- Demonstrate application of skills in:
  - reporting skills
  - observation skills
  - cultural sensitivity
  - verbal and non-verbal communication
  - liaison/referral
  - confidentiality
  - resolving aggression
  - basic negotiation
  - safety awareness
  - predicting violence
  - listening and referral

**Evidence Guide**

**Critical aspects for assessment and evidence required to demonstrate this unit of competency:**
The individual being assessed must provide evidence of specified essential knowledge as well as skills
This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
Consistency in performance should consider the range of clients and situations encountered in the workplace

**Range Statement**

<table>
<thead>
<tr>
<th>Observations about client may include:</th>
<th>Orientation to person, place, time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level of coherence</td>
</tr>
<tr>
<td></td>
<td>Ability to communicate</td>
</tr>
<tr>
<td></td>
<td>Unusual behaviour/communication</td>
</tr>
<tr>
<td></td>
<td>Aggression - physical or verbal</td>
</tr>
<tr>
<td></td>
<td>Signs of physical injury/distress</td>
</tr>
<tr>
<td></td>
<td>Levels of personal distress and anxiety</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appropriate person/s may include:</th>
<th>Immediate supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Case manager</td>
</tr>
<tr>
<td></td>
<td>Clinician</td>
</tr>
<tr>
<td></td>
<td>Representative of other services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identifying information may include:</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Contact information</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information may be collected:</th>
<th>By speaking to others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>From written sources</td>
</tr>
<tr>
<td></td>
<td>By observation</td>
</tr>
<tr>
<td></td>
<td>From inside the organisation</td>
</tr>
<tr>
<td></td>
<td>From external sources</td>
</tr>
<tr>
<td></td>
<td>From clients</td>
</tr>
</tbody>
</table>
**Service may include:**
- Making an appointment to see someone in the agency/organisation
- Providing information on existing services
- Referral e.g. doctor, financial counsellor, women's refuge, youth services

**Safety takes into account:**
- Body language
- Tone of voice
- Location
- Proximity to other people
- Stress/anxiety
- Aggression

**Assistance may be sought from:**
- Other staff
- Consumer groups
- Clinical mental health services
- Acquired brain injury services
- Specialists
- Other community based support services
- Hospitals
- Ambulance
- Police

**Response to requests for information will take into consideration the inquirer's:**
- Language and style
- Literacy level
- Cultural factors
- Previous contact
- Disabilities

**Provide information is:**
- Current
- Relevant
- Culturally and linguistically appropriate
- Supportive of the reduction of stigma and discrimination

**Information on the service and other relevant services may be delivered in the form of:**
- Informal discussion
- Leaflets/brochures
- Correspondence/written reports
- Audio-visual
- Newsletters/circulars
- Published material
- Posters/graphic representation

**Information may be given about the following types of services:**
- Carer/consumer groups
- Government and non-government services e.g. Health, accommodation, education/training, employment, social/recreation, counselling, financial, self-help, advocacy, transport, torture/trauma
- People with relevant special qualities, knowledge and/or expertise
- Government allowances, pensions and benefits
- Program activities/timetables
- Clinical mental health services
- Acquired brain injury services
- Cross cultural
**CHCCS411C Work effectively in the community sector**

**Unit Descriptor**
This unit of competency describes the skills and knowledge required to work effectively in a community work or service delivery setting with communities, clients, carers, staff, visitors, suppliers and others to meet established work requirements.

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| **1. Work ethically** | 1.1 Follow ethical guidelines in decision-making in all work undertaken with an awareness of potential ethical complexity in own work role  
1.2 Reflect understanding and compliance with the principles of duty of care and legal responsibilities in all work undertaken  
1.3 Refer any breach or non-adherence to standard procedures or adverse event to appropriate personnel  
1.4 Maintain confidentiality of any client matter in line with organisation policy and procedure, regulatory requirements and/or code of practice  
1.5 Show respect for rights and responsibilities of others through considered application of work practices  
1.6 Reflect current working knowledge and understanding of employee and employer rights and responsibilities in all work undertaken  
1.7 Recognise, avoid and/or address any conflict of interest |
| **2. Communicate effectively in a community work or service delivery setting** | 2.1 Develop, review and revise personal skills in communication as an ongoing priority to address work role requirements  
2.2 Exercise caution in communicating personal information by oral and written means to ensure confidentiality of client and staff matters  
2.3 Routinely apply workplace protocols and procedures in all workplace communication to support accuracy and understanding of information provided and received  
2.4 Recognise individual and cultural differences and make any adjustments in communication needed to facilitate the achievement of identified outcomes  
2.5 Conduct interpersonal communication with clients and colleagues in a manner that enhances a person-centred or community-centred approach consistent with work role requirements  
2.6 Take appropriate measures to resolve conflict and interpersonal differences in the workplace |
| **3. Work effectively within the community services system** | 3.1 Develop knowledge of different sectors involving community work and/or service delivery and how inter-relationships between these sectors affect own work  
3.2 Work with awareness of the roles of various organisations involved in community work and/or service delivery  
3.3 Demonstrate respect for workers from different sectors, levels and agencies within the industry  
3.4 Gain and maintain awareness of current issues influencing community work and/or service delivery, including issues for Aboriginal and Torres Strait Islander peoples |
| **4. Demonstrate commitment to** | 4.1 Demonstrate consideration and understanding of the underpinning values and philosophy of the sector and the work area |
ELEMENT
relevant values and philosophy
underpinning work in the sector

5. Maintain work standards

4.2 Demonstrate a commitment to *access and equity principles* in work in the sector

4.3 Identify personal values and attitudes and take into account when implementing work activities

5.1 Identify relevant organisation policies and procedures relating to awards, standards and legislative *requirements of own work role* and clarify any uncertainties with appropriate personnel

5.2 Contribute to *identifying and implementing improved work practices*

5.3 Comply with relevant accreditation and standards applying to work undertaken

5.4 Demonstrate understanding and focus on achieving organisation goals and objectives in all work undertaken

5.5 Respond positively to changes to improve work practices and procedures in accordance with organisation requirements

5.6 Identify *issues requiring mandatory notification* and report to supervisor and/or an appropriate authority

5.7 Reflect and identify own scope of practice within each work context

6. Take responsibility for personal skill development

6.1 Seek advice from appropriate persons on areas for skill and knowledge development

6.2 Identify options for accessing relevant skill development opportunities and initiate action with manager

6.3 Undertake *designated skill and knowledge development* and maintenance activities of the organisation

6.4 Identify and prioritise personal work goals in accordance with organisation requirements

7. Reflect on own practice

7.1 Undertake self-evaluation in conjunction with supervisors and/or peers

7.2 Provide and receive open and evaluative feedback to and from co-workers

7.3 Actively seek constructive feedback relevant to work role and accept it non-defensively
Required Skills and Knowledge

**Essential knowledge:**

- Awareness of own biases, beliefs and emotional issues
- Basic knowledge of contemporary employment terms and conditions in the workplace
- Broad knowledge of legal and ethical framework in community work and/or service delivery, including:
  - work health and safety (WHS)
  - access, equity and anti-discrimination
  - privacy
  - responsibilities in relation to child protection and other mandatory reporting requirements where relevant
- Broad understanding of relevant organisation procedures, policies, awards, standards and legislation and how to access them
- Contemporary approaches to work in the industry, associated rationales and supporting behaviours
- Current issues facing people and the sector
- Knowledge and understanding of professional boundaries and need to refer appropriately
- Meaning of duty of care, confidentiality of information and ethical decision-making in relation to specific work role duties and responsibilities, as well as understanding of what constitutes a breach of these and potential ramifications of such a breach
- Organisation procedures relating to:
  - safety issues and prevention in community services work, including basic home fire safety
  - emergency response
  - security
- Own responsibilities within the workplace
- Purpose of accreditation process and quality improvement practice and their application in specific work area
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Role, function and objectives of the organisation, and relevance to specific work role
- Understanding of difference and diversity in relation to individual needs, discrimination and social vulnerability
- Values, principles and ethics underpinning work in the sector including:
  - holistic and person-centred support and services
  - community work
  - people's needs and rights including duty of care
  - principles of access and equity and human rights
  - principles of client safety

**Essential skills:**

These include the ability to:

- Accurately follow organisation procedures relevant to own role
- Address safety issues relevant to own work role
- Apply decision-making and problem solving skills as required to constructively achieve identified outcomes in line with work role
- Communicate effectively about the importance of issues relating to environmental responsibility and sustainable practice and opportunities to address them
- Demonstrate interpersonal communication with people
- Demonstrate functional literacy skills needed for written and oral information about workplace requirements
- Demonstrate communication skills as required by specific work role, including:
  - interpreting and following verbal and/or written instructions
  - seeking clarification of tasks
  - providing information
  - reporting incidents in line with organisation requirements
- Participate in appropriate professional development activities on an ongoing basis, including:
  - maintaining own skills and knowledge and ongoing development
  - being open to learning new ideas and techniques in a range of settings
  - sharing workplace information with others
- Use initiative in responding to challenging situations and individuals
- Work as part of a team or as a sole worker
- Work in a non-judgemental manner

### Evidence Guide

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

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Consistency in performance should consider the work environment, worker’s role and responsibilities in the workplace

### Range Statement

<table>
<thead>
<tr>
<th>Requirements of own work role may include:</th>
<th>Accreditation standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Individual awards and benchmarks</td>
</tr>
<tr>
<td></td>
<td>Legislation relevant to work area</td>
</tr>
<tr>
<td></td>
<td>Level of responsibility</td>
</tr>
<tr>
<td></td>
<td>Organisation guidelines</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organisation policy on confidentiality may relate to:</th>
<th>Access to records</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Destruction of records</td>
</tr>
<tr>
<td></td>
<td>Release of information</td>
</tr>
<tr>
<td></td>
<td>Storage of records</td>
</tr>
<tr>
<td></td>
<td>Verbal and written communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organisation policies, protocols and procedures refer to:</th>
<th>Guidelines and practices to be applied in the work role, such as:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Formal, documented guidelines of an organisation</td>
</tr>
<tr>
<td></td>
<td>Informal practices used by an organisation or individual owner/operator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organisation procedures, policies, awards, standards and legislation may relate to:</th>
<th>Accreditation and service provision standards of other relevant industry organisations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current Australian standards</td>
</tr>
<tr>
<td></td>
<td>Employment and vocational training standards</td>
</tr>
<tr>
<td></td>
<td>Federal and state legislation</td>
</tr>
<tr>
<td></td>
<td>Quality management policy and practice</td>
</tr>
<tr>
<td></td>
<td>Sector specific legislation and standards, for example:</td>
</tr>
<tr>
<td></td>
<td>home and community care standards</td>
</tr>
<tr>
<td></td>
<td>aged care accreditation standards</td>
</tr>
<tr>
<td></td>
<td>disability service standards</td>
</tr>
</tbody>
</table>
| **Client may include** | ▪ Communities or groups  
▪ Family, carers, significant others, legal guardians  
▪ Individual person |
|-----------------------|-----------------------------------------------|
| **Stakeholders and representatives may include:** | ▪ Clients  
▪ Community organisations  
▪ Families and care givers  
▪ Friends, peers and target group  
▪ Government representatives and service providers  
▪ Local community  
▪ Management, colleagues, supervisor, team members  
▪ Peak bodies and networks in the sector  
▪ Services  
▪ Specialists/experts |
| **Different sectors within community services may include but are not limited to:** | ▪ Aged care  
▪ Alcohol and other drugs  
▪ Child protection  
▪ Children's services  
▪ Community development  
▪ Community work  
▪ Disability services  
▪ Employment services  
▪ Family and domestic violence  
▪ Home and community care  
▪ Housing  
▪ Mental Health  
▪ Youth work and juvenile justice |
| **Different models of work in the sector may include:** | ▪ Advocacy  
▪ Case management  
▪ Community development  
▪ Community education  
▪ Developmental  
▪ Inter-agency approach  
▪ Participatory  
▪ Person-centred  
▪ Service delivery  
▪ Working with families |
| **Values and philosophy underpinning work in the sector may include:** | ▪ A holistic and person-centred approach, embracing:  
▪ promotion of well being of staff, clients and communities  
▪ early identification of problems  
▪ delivery of appropriate services  
▪ commitment to meeting the needs and upholding the rights of people  
▪ commitment to empowering the person and/or the community  
▪ ethical behaviour |
<table>
<thead>
<tr>
<th>Preventative strategies</th>
<th>A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise of responsibilities and accountabilities within the context of duty of care for clients</td>
<td>A commitment to access and equity principles must be demonstrated by:</td>
</tr>
<tr>
<td>A person-centred approach includes:</td>
<td>Putting people and carers at the centre of service delivery</td>
</tr>
<tr>
<td></td>
<td>When the person is a child or young person, service delivery strategies may need to be modified to ensure child safety and provide a child friendly, supportive environment</td>
</tr>
<tr>
<td></td>
<td>Including people in decision-making relating to their care</td>
</tr>
<tr>
<td></td>
<td>Involving people in discussions about service delivery options and issues</td>
</tr>
<tr>
<td></td>
<td>Obtaining the person’s consent to examine, treat or work with them</td>
</tr>
<tr>
<td></td>
<td>Effective customer service</td>
</tr>
<tr>
<td></td>
<td>Listening to and addressing complaints within scope of own role</td>
</tr>
<tr>
<td>Employee rights and responsibilities may relate to:</td>
<td>Adherence to WHS</td>
</tr>
<tr>
<td></td>
<td>Attendance requirements</td>
</tr>
<tr>
<td></td>
<td>Confidentiality and privacy of organisation, client and colleague information</td>
</tr>
<tr>
<td></td>
<td>Duty of care responsibilities</td>
</tr>
<tr>
<td></td>
<td>Leave entitlements</td>
</tr>
<tr>
<td></td>
<td>Obeying lawful orders</td>
</tr>
<tr>
<td></td>
<td>Organisation policies and procedures</td>
</tr>
<tr>
<td></td>
<td>Protection from discrimination and sexual harassment in the workplace</td>
</tr>
<tr>
<td></td>
<td>The right to union representation</td>
</tr>
<tr>
<td>Issues requiring mandatory notification may include:</td>
<td>Issues defined by jurisdictional legislation and/or regulatory requirements</td>
</tr>
<tr>
<td></td>
<td>Issues specifically identified by under organisation policies</td>
</tr>
<tr>
<td></td>
<td>Protection of children and others identified to be at risk</td>
</tr>
<tr>
<td>Identifying and implementing improved work practices may include:</td>
<td>Application of safety practices, including for work in a range of contexts, such the person’s home</td>
</tr>
<tr>
<td></td>
<td>Assessing/observing/measuring environmental factors</td>
</tr>
<tr>
<td></td>
<td>Checking equipment</td>
</tr>
<tr>
<td></td>
<td>Developing and implementing child safe, child friendly resources, environment and work tools to support staff and volunteers working with people under 18 years of age</td>
</tr>
<tr>
<td></td>
<td>Monitoring tasks</td>
</tr>
<tr>
<td></td>
<td>Reporting and implementing suggested improvements</td>
</tr>
<tr>
<td></td>
<td>Responding to surveys and questionnaires</td>
</tr>
<tr>
<td></td>
<td>Seeking and addressing customer feedback</td>
</tr>
<tr>
<td>Basic home fire safety includes knowledge of:</td>
<td>Behaviour that may contribute to fire injury and/or fatality</td>
</tr>
<tr>
<td></td>
<td>High fire risk groups</td>
</tr>
<tr>
<td></td>
<td>Optimum placement of smoke alarms</td>
</tr>
</tbody>
</table>
- Referring client for smoke alarm installation and maintenance
- Role of a working smoke alarm
- Smoke alarm testing and cleaning
- Types of smoke alarms

**Employer rights and responsibilities may relate to:**
- Enterprise workplace agreements
- Legislative requirements for employee dismissal i.e. Workplace Relations Act
- Legislative requirements to provide a safe work environment free from discrimination and sexual harassment (see State and Commonwealth anti-discrimination legislation)
- Relevant State and Territory employment legislation i.e. wage rates, employment conditions

**Designated skill and knowledge development may, for example, relate to:**
- Cardiopulmonary resuscitation emergency response and notification protocols
- Child protection
- Communication, conflict resolution
- Cultural awareness
- Customer service, including the provision of a child friendly environment that values, respects and welcomes children and young people
- Discrimination, harassment and bullying in the workplace
- Fire emergency response procedures for notification and containment of fire, use of fire fighting equipment and fire safety procedures
- First aid
- Formal and informal resolution of grievances
- Hazard control
- Manual handling
- Quality improvement policy and practice
- Security procedures
- Waste management
- WHS
CHCNET301D Participate in networks

Unit Descriptor
This unit describes the knowledge and skills required to participate in a network in order to gather information, forge links with other workers and services and to promote activities.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and select appropriate networks</td>
<td>1.1 Identify and prioritise networking needs in order to enable the organisation and the worker to optimise client service delivery</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify and prioritise networks relevant to work role, organisation's priorities and target groups</td>
</tr>
<tr>
<td>2. Make effective use of relevant networks</td>
<td>2.1 Contribute appropriately to network within principles and resource constraints of worker and organisation</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify information and other support that network may provide and seek to optimise and support collaboration on client service delivery</td>
</tr>
<tr>
<td></td>
<td>2.3 Use knowledge of values, beliefs and perspectives of network participants to inform communication within the network</td>
</tr>
<tr>
<td></td>
<td>2.4 Implement appropriate confidentiality measures to protect client, organisation and network</td>
</tr>
<tr>
<td></td>
<td>2.5 Monitor ongoing participation in networks against benefits to worker, organisation and client group</td>
</tr>
<tr>
<td></td>
<td>2.6 Report outcomes in networks to worker's own organisation and other stakeholders where appropriate</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

Essential knowledge:
- Relevance of networking and specific networks and target group in relation to the organisation and own work role
- Networking principles and needs required to support service delivery
- Resource constraints in relation to networking
- Appropriate communication techniques and constraints, such as confidentiality within networks

Essential skills:
- It is critical that the candidate demonstrate the ability to:
  - Participate in both formal and information network
  - Participate in a network as a member not representing an organisation
  - Participate in a network as a representative of the workers' own organisation

Evidence Guide

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

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
- This may include the use of languages other than English and alternative communications systems
- Assessment may be conducted on one or more occasions but must include a range of network types relevant to the workplace
# Range Statement

**Networks may be informal and include:**
- Other workers, particularly those in the community services industry
- Trainers, teachers and academics
- Contacts in policy and funding bodies

**Networks may be formal and include:**
- Local interagency networks
- Interest and support groups
- Regional, specialist and peak associations
- Professional/occupation associations

**The purposes of networks and networking may include:**
- Learning about the role, services and resources of other organisation
- Learning about the roles and resources of other workers
- Providing advice and information about own service and organisation
- Peer support and review
- Professional development
- Maintaining coordination among organisations and workers
- Supporting joint programs or activities
- Providing information for policy development
- Supporting the interests of young people
CHCORG303C Participate effectively in the work environment

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

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Contribute to the effective operation of the workgroup | 1.1 Identify own job responsibilities and their contribution to service delivery  
1.2 Work within defined job role and responsibilities  
1.3 Seek assistance and direction and obtain as required  
1.4 Work in a manner that complements that of others according to policies and rules of workplace practice  
1.5 Complete activities to standard expected in workplace  
1.6 Carry out set tasks in a positive and courteous manner  
1.7 Identify resources needed to carry out own work duties  
1.8 Deal with shortages of resources according to organisation practices  
1.9 Keep work area well organised and safe in accordance with relevant standards/policies |
| 2. Review and develop own work performance | 2.1 Monitor own work according to requirements for job quality and customer service  
2.2 Plan work activities to achieve individual objectives and organisation expectations  
2.3 Report to supervisor when work requirements are unable to be met  
2.4 Clearly communicate to supervisor/appropriate person, need for additional support to improve performance  
2.5 Report need for training to supervisor, as required  
2.6 Undertake training as appropriate  
2.7 Take opportunities for support and supervision as required |
| 3. Work cooperatively with others | 3.1 Use problem solving when necessary so work is completed according to organisation policies and practices  
3.2 Demonstrate respect for individual differences of workers in workplace relationships  
3.3 Demonstrate understanding and application of the value of cultural differences and diversity when working with others  
3.4 Identify and show respect for different roles and responsibilities  
3.5 Behave appropriately in the workplace, in a manner likely to promote cooperation  
3.6 Share information with others in order to complete set activities  
3.7 Report conflicts in the workplace to supervisor |
| 4. Contribute to the development of policies, practices and structures of an organisation | 4.1 Report concerns regarding administrative policies, practices and procedures to supervisor  
4.2 Report concerns regarding job responsibilities to supervisor  
4.3 Provide information, ideas and suggestions to supervisor when requested  
4.4 Participate in staff meetings/working groups, if required |

Required Skills and Knowledge

**Essential knowledge:**
- Legislation relevant to organisation and work carried out, including work health and safety (WHS)
and privacy/confidentiality

- Organisation mission, philosophy, organisation structure, policies and procedures
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability

**Essential skills:**

It is critical that the candidate demonstrate the ability to:

- Carry out work within own role, responsibilities and organisation objectives in an effective manner
- Interact in a cooperative manner with both individuals and work groups
- In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

- These include the ability to:
- Demonstrate application of skills in:
  - awareness and understanding of effective teams operation
  - time management and work planning
  - basic negotiation
  - effective communication and interpersonal relationship
- safe and effective use of relevant information technology in line with OHS guidelines

**Evidence Guide**

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills

Assessment must include working with both individuals and work groups in the organisation/service and under the normal range of workplace conditions

This may include the use of languages other than English and alternative communication systems

Assessment is recommended to be conducted on more than one occasion or information for assessment gathered over time

**Range Statement**

<table>
<thead>
<tr>
<th>The contexts for working with others include:</th>
<th>Full time, part time, casual employee of a government or non-government organisation</th>
<th>Working within a voluntary capacity for an organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with others will be carried out within requirements established by:</td>
<td>Organisation policy and procedures</td>
<td>Relevant program standards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>State and commonwealth legislation</td>
</tr>
<tr>
<td>Organisation requirements/ constraints may include:</td>
<td>Money</td>
<td>Other resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Time</td>
</tr>
<tr>
<td>Resources may be:</td>
<td>Cleaning equipment</td>
<td>Financial assistance for programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Office supplies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pamphlets</td>
</tr>
<tr>
<td>Organisation practices dealing with shortages of resources may include:</td>
<td>Ordering more supplies</td>
<td>Telling a supervisor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing submissions or requests for additional resources</td>
</tr>
</tbody>
</table>
| **Report to supervisors may be:** | • Email and electronic transfers  
• Provided in person or by telephone  
• Provided in writing or using workplace forms e.g. Memos, notes  
• Through discussion |
| **Need for additional support may be communicated:** | • Conveyed in verbal exchanges  
• During meetings  
• In writing according to organisation practices |
| **Share information with others may be:** | • By note/message/memo  
• Email and electronic transfers  
• In person or by phone |
| **Organisation policies and practices include those relating to:** | • Equal employment opportunity  
• First aid  
• Grievance resolution  
• Infection control  
• WHS  
• Workplace behaviour  
• Workplace harassment |
HLTWHS300A Contribute to WHS processes

Unit Descriptor
This unit specifies the workplace performance required by a worker to contribute to work health and safety (WHS) processes where there is responsibility for own work outputs and possibly limited responsibility for the work output of others.

Elements and Performance Criteria
1. Plan and conduct work safely

1.1 Plan work in accordance with relevant WHS legislation, standards, codes of practice/compliance codes and guidance material
1.2 Identify hazards as part of work planning and work process
1.3 Address identified hazards prior to starting work using judgement within defined scope of responsibilities
1.4 Report residual risk according to organisation procedures
1.5 Report incidents and injuries in line with organisation policies and procedures
1.6 Undertake WHS housekeeping in work area
1.7 Monitor own levels of stress and fatigue to ensure ability to work safely and sustainably

2. Support others in working safely

2.1 Share information on safe work practices and work procedures with others, including members of the work group where relevant
2.2 Check the WHS practices of less experienced members of the workgroup or other stakeholders in the work context
2.3 If appropriate provide guidance and coaching to less experienced members of the workgroup to support them in working safely
2.4 If appropriate support others accurately record incidents and complete associated workplace documentation according to organisation procedures

3. Contribute to WHS participative processes

3.1 Raise WHS issues in accordance with organisation procedures within appropriate timeframes
3.2 Contribute to workplace meetings, workplace inspections or other consultative activities
3.3 Provide assistance to workgroup members or other stakeholders to contribute to workplace safety

4. Contribute to hazard identification, WHS risk assessment and risk control activities

4.1 Report identified hazards and inadequacies in risk controls within appropriate timeframes
4.2 Check the workplace for hazards using itemised checklist(s) in accordance with work procedures
4.3 Contribute to risk assessments
4.4 Provide input to development and implementation of control measures, with reference to the hierarchy of risk control

5. Participate in the control of emergency situations

5.1 Identify emergency signals and alarms and respond to them appropriately
5.2 Take initial action to control/confine emergency according to organisation procedures, and taking account of the nature and scope of the emergency
5.3 Implement emergency response procedures within scope of training and competence

Required Skills and Knowledge

Essential knowledge:

- Basic hazard identification procedures such as workplace inspections and review of workplace data
- Hierarchy of risk control and its application
- Nature of common workplace hazards relevant to work role
- Personal protective equipment (PPE) requirements including use, storage and maintenance
- Principles of basic risk assessment
- Relationship between WHS and sustainability in the workplace, including the contribution of maintaining health and safety to environmental, economic, workforce and social sustainability
- Roles and responsibilities of Health and Safety Representatives (HSRs) and Health and Safety committees (HSCs)
- Roles and responsibilities of workers, officers and Persons Conducting a Business or Undertaking (PCBU)
- Safety signs and their meanings, including signs for:
  - dangerous goods class signs
  - emergency equipment
  - personal protective equipment
  - specific hazards such as sharps, radiation
- Sources of WHS information within the workplace and awareness of external sources of WHS information, including Safe Work Australia and relevant state/territory regulators
- Standard emergency signals, alarms and required responses
- The difference between hazard and risk
- The legal rights and responsibilities of the workplace parties
- Workplace specific information including:
  - hazards of the particular work environment
  - hazard identification procedures relevant to the hazards in their workplace
  - designated person(s) for raising WHS issues
  - organisation and work procedures particularly those related to performance of own work, specific hazards and risk control, reporting of hazards, incidents and injuries and WHS issue resolution, consultation, use of PPE and emergency response
  - potential emergency situations, alarms and signals and required response

**Essential skills:**

It is critical that the candidate demonstrate the ability to

- Contribute to WHS processes in the work context by:
  - addressing their own health and safety
  - addressing health and safety of others who may be affected by their actions
  - identifying ways to keep up to date with current WHS issues as they apply to workplace systems, equipment and processes
  - supporting members of the workgroup who may be less experienced in the workplace in regard to WHS matters
  - taking initiative to address hazards and manage risks at a systemic level
  - Check the workplace for hazards and risks using an itemised checklist
  - Provide advice and feedback in a constructive and supportive manner
  - Take into account and use opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

**Evidence Guide**

*Critical aspects of assessment:* The individual being assessed must provide evidence of specified essential knowledge as well as skills

Evidence gathered by an assessor to determine competence will include practical demonstration of competence, including:

- workplace demonstration, simulation exercise, scenario or role play
indirect evidence from workplace supervisor reports, workplace documentation, and written responses to problems, scenarios and case studies

Evidence of performance over time must be obtained to inform a judgement of competence

Range Statement

<table>
<thead>
<tr>
<th>Hazard identification is:</th>
<th>The process of identifying sources of harm, and may be required:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>before new forms of work and organisation of work are implemented</td>
</tr>
<tr>
<td></td>
<td>before changes are made to workplace, equipment, work processes or work arrangements</td>
</tr>
<tr>
<td></td>
<td>as part of planning major tasks or activities, such as equipment shutdowns</td>
</tr>
<tr>
<td></td>
<td>following an incident report</td>
</tr>
<tr>
<td></td>
<td>when new knowledge becomes available</td>
</tr>
<tr>
<td></td>
<td>at regular intervals during normal operations</td>
</tr>
<tr>
<td></td>
<td>prior to disposal of equipment, or materials</td>
</tr>
</tbody>
</table>

| A hazard is: | A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these |

<table>
<thead>
<tr>
<th>Common workplace hazards (from Safe Work Australia Work Health And Safety Risks - Code of Practice) include:</th>
<th>Manual tasks - Overexertion or repetitive movement can cause muscular strain</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gravity - Falling objects, falls, slips and trips of people can cause fractures, bruises, lacerations, dislocations, concussion, permanent injuries or death</td>
</tr>
<tr>
<td></td>
<td>Electricity - Potential ignition source. Exposure to live electrical wires can cause shock, burns or death from electrocution</td>
</tr>
<tr>
<td></td>
<td>Machinery and equipment - Being hit by moving vehicles, or being caught by moving parts of machinery can cause fractures, bruises, lacerations, dislocations, permanent injuries or death</td>
</tr>
<tr>
<td></td>
<td>Hazardous chemicals - Chemicals (such as acids, hydrocarbons, heavy metals) and dusts (such as asbestos and silica) can cause respiratory illnesses, cancers or dermatitis</td>
</tr>
<tr>
<td></td>
<td>Extreme temperatures - Heat can cause burns, heat stroke or fatigue. Cold can cause hypothermia or frost bite</td>
</tr>
<tr>
<td></td>
<td>Noise - Exposure to loud noise can cause permanent hearing damage</td>
</tr>
<tr>
<td></td>
<td>Radiation - Ultra violet, welding arc flashes, micro waves and lasers can cause burns, cancer or blindness</td>
</tr>
<tr>
<td></td>
<td>Biological - Micro-organisms can cause hepatitis, legionnaires’ disease, Q fever, HIV/AIDS or allergies</td>
</tr>
<tr>
<td></td>
<td>Psychosocial hazards - Effects of work-related stress, bullying, violence and work-related fatigue</td>
</tr>
</tbody>
</table>

| Risk: | In relation to any hazard, means the probability and consequences of injury, illness or damage resulting from exposure to a hazard |

| Residual risk is | The risk which remains after controls have been implemented |

<table>
<thead>
<tr>
<th>Examples of risks requiring management in a direct client care work</th>
<th>Worker fatigue or burnout requiring appropriate supervision and stress management</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Injury or damage resulting from violent or aggressive behaviour,</td>
</tr>
</tbody>
</table>
**Environment may include:**
- requiring strategies to defuse or avoid behaviours of concern
- Risks relating to working in client’s homes, requiring appropriate worker education and associated strategies
- Fire in client’s homes requiring workers to provide basic information on home fire safety

**Organisation procedures include:**
- Policies and procedures underpinning the management of WHS, including:
  - Hazard, incident and injury reporting
  - Hazard identification, risk assessment and control
  - Human resources policies and procedures such as harassment and grievance procedures, induction programs, team meetings, alcohol and drug policies
  - Consultation and participation
  - Quality system documentation

**WHS housekeeping includes:**
- Workplace and personal routines designed to improve health and safety; for example, cleaning up spills, keeping walkways, exits and traffic areas clear

**Information includes:**
- Hazard, incident and investigation reports
- Workplace inspection reports
- Incident investigation reports
- Minutes of meetings
- Job Safety Analyses (JSAs) and risk assessments
- Safety Data Sheet (SDS) and registers
- Employees handbooks
- Manufacturers’ manuals and specifications
- Information from Health and Safety Representatives
- Reports from Health and Safety committee
- Information from external sources on hazards and risk relevant to the work group

**Work procedures include:**
- Standard operating procedures
- Batch specifications
- Operator or manufacturer manuals
- Procedures for selecting, fitting, using and maintaining personal protective equipment

**Mentoring and coaching may include:**
- Providing guidance and explanation on implementation of work and organisation procedures
- Providing feedback
- Providing encouragement
- Assisting with problem solving

**Incidents include:**
- Any event that has caused or has the potential for injury, ill-health or damage

**Other workplace documentation may include:**
- Job checklists, schedules
- Workplace inspection checklists

**Risk controls include:**
- The devices and methods to, where practicable, eliminate the hazard or, where this is not practicable, minimise the risk associated with the
<table>
<thead>
<tr>
<th>Hazard</th>
<th>Designated persons may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team leaders/supervisors</td>
<td>Officers</td>
</tr>
<tr>
<td>HSRs</td>
<td>HSC members</td>
</tr>
<tr>
<td>PCBUs</td>
<td>Organisation WHS personnel</td>
</tr>
<tr>
<td>Other persons designated by the organisation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hierarchy of risk control</th>
<th>The ranking of ways control risks ranked from the highest level of protection and reliability to the lowest, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 controls</td>
<td>Eliminate hazards</td>
</tr>
<tr>
<td>Level 2 controls</td>
<td>Substitute the hazard with something safer</td>
</tr>
<tr>
<td>Level 3 controls</td>
<td>Isolate the hazard from people</td>
</tr>
<tr>
<td>Use engineering controls</td>
<td>Use administrative controls</td>
</tr>
<tr>
<td>Use personal protective equipment (PPE)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emergency signals and alarms may include:</th>
<th>Machinery malfunction alarms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire alarms</td>
<td>Evacuation alarms or announcements</td>
</tr>
<tr>
<td>Reversing beepers on mobile plant</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emergency may include any abnormal or sudden event that requires immediate action such as:</th>
<th>Serious injury events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events requiring evacuation</td>
<td>Fires and explosions</td>
</tr>
<tr>
<td>Hazardous substance and chemical spills</td>
<td>Explosion and bomb alerts</td>
</tr>
<tr>
<td>Security emergencies, such as armed robberies, intruders and disturbed persons</td>
<td>Internal emergencies, such as loss of power or water supply and structural collapse</td>
</tr>
<tr>
<td>External emergencies and natural disasters, such as flood, storm and traffic accident impacting on the organisation</td>
<td></td>
</tr>
</tbody>
</table>
CHCCS401C Facilitate responsible behaviour

Unit Descriptor
This unit describes the knowledge and skills required to respond to behaviours of concern and support responsibility for behaviour management and change

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Monitor behaviour of the client</td>
<td>1.1 Use formal and informal methods to observe and monitor client behaviour</td>
</tr>
<tr>
<td>1.2 Assess behaviours of concern for potential conflict and use a range of preventative and defusing strategies</td>
<td></td>
</tr>
<tr>
<td>1.3 Evaluate client behaviour and interactions in a fair, objective and consistent manner</td>
<td></td>
</tr>
<tr>
<td>1.4 Ensure decisions on action are consistent with all available evidence and organisation practice/ procedures</td>
<td></td>
</tr>
<tr>
<td>1.5 Seek specialist advice and make referrals where required</td>
<td></td>
</tr>
<tr>
<td>2. Use communication strategies to de-escalate conflict</td>
<td>2.1 Conduct interactions with clients in a fair, just, humane, equitable and positive manner</td>
</tr>
<tr>
<td>2.2 Use communication strategies with individuals for effective interaction and problem solving</td>
<td></td>
</tr>
<tr>
<td>2.3 Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices</td>
<td></td>
</tr>
<tr>
<td>2.4 Identify potential causes of conflict and use a range of appropriate and effective defusing responses</td>
<td></td>
</tr>
<tr>
<td>2.5 Use negotiation techniques to divert and minimise aggressive behaviour</td>
<td></td>
</tr>
<tr>
<td>2.6 Use negotiation to examine cause and effect and encourage appropriate responsibility and accountability for behaviour and its outcomes</td>
<td></td>
</tr>
<tr>
<td>3. Respond to behaviours of concern</td>
<td>3.1 Challenge behaviours of concern and outline options and opportunities to change clearly and with positive encouragement</td>
</tr>
<tr>
<td>3.2 Confirm the implications of continuing behaviours of concern clearly, calmly and objectively</td>
<td></td>
</tr>
<tr>
<td>3.3 Use techniques according to organisation's procedures to ensure personal safety and safety of clients/colleagues.</td>
<td></td>
</tr>
<tr>
<td>3.4 If physical force must be used to ensure safety, apply the minimum level of force required and report in accordance with policies and procedures</td>
<td></td>
</tr>
<tr>
<td>3.5 Select strategies to address aggressive and unacceptable behaviour, that are accurate, clear and comply with procedures</td>
<td></td>
</tr>
<tr>
<td>3.6 Select strategies and responses for their potential to provide role models and examples of confident assertive behaviour</td>
<td></td>
</tr>
<tr>
<td>3.7 Carry out intervention strategies according to an analysis of the situation and organisation policies and procedures.</td>
<td></td>
</tr>
<tr>
<td>3.8 Report incidents in a manner that complies with policy, procedures and legislation</td>
<td></td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

Essential knowledge:
- The organisation's policies, guidelines and procedures relating to responses to behaviours of concern, safety and security, delegations, duty of care, including dealing with conflict and critical
incidents

- Principles of effective communication for conflict management
- Defusing and negotiation strategies
- Specific statutory requirements related to treatment of clients with special needs and requiring special support
- Reporting procedures and practice, internal and external
- Support and referral services and specialists
- Principles of responding to human behaviour relating to violence, aggression and suicide
- Principal cultural practices and customs of the client population and their impact on behaviour in the particular environment

**Essential skills:**

- Apply organisation policies and procedures related to conflict and critical incidents
- Check the accuracy of information from different sources
- Identify the causes of aggression/violence
- Use a range of conflict management strategies
- Apply communication and negotiation skills under pressure

**Evidence Guide**

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills

- Competency must be demonstrated in a real work environment
- Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment
- Consistency in performance should consider the work environment, worker’s role and responsibilities in the workplace

**Range Statement**

<table>
<thead>
<tr>
<th>Client may be:</th>
<th>Individually or Groups</th>
</tr>
</thead>
</table>

**Communication strategies will include examples from the following:**

- Use of positive assertive language
- Non-verbal gestures / body language
- Constructive questioning/listening
- Tone of voice
- Awareness of cultural values and sensitivity
- Defusing verbal aggression
- Negotiating agreements

**Behaviours of concern include a significant selection of examples of individual and group behaviour from the following:**

- Changing behaviour patterns
- Personal friction
- Expressions of anxiety and high level concern
- Serious and chronic complaints
- Provocative/threatening behaviour
- Intent to harm self
- Intent to harm others
- Forceful refusal to cooperate
- Abusive language
- Apathy, loss of interest, withdrawal
- Rejection of family, friends, support networks
- Threatened suicide
- Irrational behaviour
- Hyperactivity/depression
- Racism
- Bullying behaviour
- Behaviour consistent with mental health conditions
- Behaviour consistent with developmental issues

<table>
<thead>
<tr>
<th>Referrals will include at least four examples from different support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social/welfare worker</td>
</tr>
<tr>
<td>Psychologists</td>
</tr>
<tr>
<td>Culturally identified support workers</td>
</tr>
<tr>
<td>Medical</td>
</tr>
<tr>
<td>Drug and alcohol services</td>
</tr>
<tr>
<td>Behaviour management programs</td>
</tr>
<tr>
<td>Mental Health Teams</td>
</tr>
<tr>
<td>Registered Nurses</td>
</tr>
<tr>
<td>Counsellors</td>
</tr>
<tr>
<td>Supervisor</td>
</tr>
<tr>
<td>Religious/spiritual advisers</td>
</tr>
<tr>
<td>Program coordinator</td>
</tr>
<tr>
<td>Case manager</td>
</tr>
<tr>
<td>Aboriginal and/or Torres Strait Islander Liaison</td>
</tr>
<tr>
<td>Welfare organisations</td>
</tr>
<tr>
<td>Legal advisers</td>
</tr>
<tr>
<td>Family</td>
</tr>
<tr>
<td>Personal and community support networks</td>
</tr>
<tr>
<td>Emergency/incident response</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Report will include work relevant selection from:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident reports</td>
</tr>
<tr>
<td>Case notes</td>
</tr>
<tr>
<td>Special reports</td>
</tr>
<tr>
<td>Inquiries</td>
</tr>
<tr>
<td>Reports required by or used by courts and judicial processes</td>
</tr>
</tbody>
</table>
# CHCCS422B Respond holistically to client issues and refer appropriately

## Unit Descriptor
This unit describes the knowledge and skills required to assess a range of client issues and refer appropriately.

## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Establish interpersonal relationship with client | 1.1 Define boundaries and use communication skills that will establish a trusting and respectful relationship  
1.2 Utilise facilitative communication skills to assist the client to identify areas of concern, to prioritise areas for immediate and longer term action and to determine options for action and workable strategies to address their priority areas  
1.3 Share relevant information with client about options and services available to enable them to make informed decisions |
| 2. Identify the range of issues impacting on the client and assess client needs | 2.1 Identify indicators of harm, neglect, abuse or risk of harm  
2.2 Use observations, assessment tools and questioning to identify possible presenting issues  
2.3 Seek information from a range of appropriate sources to determine the range of issues that may be affecting the client within organisation policies and procedures regarding autonomy, privacy and confidentiality  
2.4 Apply organisation procedures for collecting and analysing client information  
2.5 Examine all client information to determine the degree to which other issues may impact on the possible services that can be provided by the organisation |
| 3. Analyse and assess information to determine appropriate course of action to be followed | 3.1 Assess the level of risk to the client and others directly involved using tools approved or adopted by the organisation  
3.2 Follow organisation procedures and address legal requirements and duty of care obligations in responding to indicators of risk of abuse, neglect or harm  
3.3 Identify and prioritise client’s current needs and available sources of assistance  
3.4 Identify organisation’s capacity to meet range of client needs to be addressed  
3.5 Apply accepted procedures to assess the option of bringing in specialist support and continuing to work with the client  
3.6 Share relevant information with client about options and services available to enable them to make informed decisions  
3.7 Provide the client with resources as appropriate  
3.8 Follow relevant State/territory legislation, organisation policies and procedures and duty of care obligations and legislative requirements in responding to indicators of actual or potential risk of abuse, neglect or harm |
| 4. Refer client to other services to provide coordinated support | 4.1 Identify a client’s need for support internal and external to the agency  
4.2 Implement appropriate procedures to address potential emergency or crisis situation  
4.3 Comply with cultural obligations when working with clients  
4.4 Work with the client and significant others where relevant to motivate, support and encourage the client  
4.5 Identify current needs and sources of assistance, and give support as appropriate |
| 5. Review effectiveness of services provided to meet client needs | 5.1 Review outcomes in accordance with organisation procedures and in consultation with clients, carers and significant others, case managers and other service providers  
5.2 Complete document/s as required and in line with organisation procedures |
Required Skills and Knowledge

**Essential knowledge:**
- Identification of the impact of issues relating to:
  - mental health
  - child protection - this must include essential underpinning knowledge of dynamics of child abuse, indicators of risk and risk factors
  - domestic violence
  - disability
  - homelessness
  - unemployment
  - alcohol and other drugs (AOD)
- Knowledge of accepted practices and available referral agencies for working with people experiencing issues related to:
  - mental health
  - child protection
  - domestic violence
  - disability
  - homelessness
  - unemployment
  - AOD
  - any form of crisis

**Essential skills:**
- Apply client management skills to deal with complex needs and difficult or behaviours of concern
- Identify the range of relevant issues that may impact on service delivery
- Develop an implement a plan in conjunction with the client to address their issues
- Provide referral to appropriate services
- Evaluate effectiveness of services
- Operate within duty of care and organisation requirements to address client needs
- Apply interpersonal skills to facilitate client to identify options for change and for addressing their issues
- Demonstrate case work skills to ensure effective assessment, intervention and referral
- Manage information to ensure all records are maintained, stored and accessible
- Apply research skills to ensure a current and correct list of relevant services are readily available to the client
- Provide a brief intervention to raise awareness, share knowledge and help client to think about making changes to improve well being
- Apply crisis intervention and networking skills
- Utilise relevant information technology effectively in line with work health and safety (WHS) guidelines

**Evidence Guide**

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills

This unit must be assessed after, or in conjunction, with the attainment of competency in the compulsory communication unit within the qualification

Competency must be demonstrated in a real work environment

Competence in this unit must be assessed over a period of time in order to
ensure consistency of performance across contexts applicable to the work environment

Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

**Range Statement**

**Presenting issues include:**
- A client with secondary or multiple issues who is most likely to present ‘first’ to the following types of services (for an issue relevant to those services):
  - child protection
  - juvenile justice / youth service
  - social housing
  - employment service

**Indicators of harm, neglect, abuse or risk of harm**
- Physical symptoms such as injuries or loss of weight
- Verbal and non-verbal cues
- Impairment to cognitive functioning caused by acquired brain injury such as loss of memory, inability to concentrate, plan, organise
- Reports from the individual, carers or other workers
- Psychological/emotional indicators

**Harm, neglect, abuse or risk of harm includes:**
- Physical
- Emotional
- Cognitive
- Psychological
- Sexual
- Financial

**Appropriate sources (of information) include:**
- Case notes
- File
- Other workers

**Harm, neglect, abuse or risk of harm may be from:**
- Carers
- Workers/service providers
- Self
- Family or significant others
- Community members

**Responding to indicators of risk of abuse, neglect or harm includes:**
- Intervention to remove the risk
- Reporting to appropriate personnel
- Investigating
- Seeking specialist support/services
- Referral
- Following State/territory legislative requirements

**Responding to indicators of risk of abuse, neglect or harm will be determined by:**
- Legislation
- The specific job role
- Organisation procedures
- Family and cultural mores

**People who are vulnerable and at significant risk may be:**
- People with a disability
- People with an acquired brain injury
- Elderly people
- People with mental health issues
- Children and young people
- Babies under one year of age
- Toddlers (children under three years of age)
- People who are homeless
- People in unequal power relationships

**Non presenting problems or issues are likely to be:**

- Alcohol and other drugs
- Mental illness
- Developmental disability
- Acquired Brain Injury
- Abuse and risk of abuse
- Domestic violence
- Homelessness / inadequate housing
- Unemployment
- Juvenile justice issues
- Communicable disease
- Financial difficulties
- New arrival in the country

**Legal requirements and duty of care obligations include:**

- Ethical referral
- Comply with state and territory legislation

**Significant other may include**

- Partners
- Family members
- Carers
- Advocates

**Approaches to addressing specific issues include applying accepted methodologies, underpinning values and philosophies of the specific areas**

**The following notes offer a guide:**

- AOD may include knowledge of harm minimisation practices, of the effects of AOD on body system and social relationships, and of the signs and symptoms of intoxication:
  - knowledge of groups and agencies in the community who can respond to individuals with AOD problems by providing treatment and detoxification programs is central
  - also important is an awareness of personal bias, and models or perspectives on drug use i.e. disease perspective, moral perspective of both the client and of referral agencies

- Mental health may include recognising basic signs and symptoms of anxiety, depression, suicidal impulses, and indicators of mental illness such as hallucinations or delusion:
  - knowledge of appropriate referral and intervention services in the community is critical

- Domestic violence may include an understanding of such violence as an abuse of power perpetrated both in a relationship and after separation and that such violence takes a number of forms:
  - these include physical and sexual violence, emotional and psychological abuse and economic deprivation
  - domestic violence occurs across all groups, cultures and creeds
  - the safety and well being of individuals subjected to domestic violence should be of primary concern
• Knowledge of groups and agencies in the community who can respond to individuals with domestic violence issues is required
• Child protection requires knowledge of relevant state mandatory reporting legislation and its application
• Child protection also requires knowledge of child development, dynamics of child abuse, risk factors, behavioural/physical indicators of abuse and agencies that respond to child protection matters
• It is vital to recognise that children (particularly infants) in families where abuse of alcohol and other drugs exist are more likely to be at risk of harm
• Where there are other risk factors such as domestic violence and mental health coexist with AOD issues the potential risk of harm to those children increases significantly
• When working with adult clients who have children, the safety, welfare and well-being of the children must be included in all case management practices
• Developmental disability may describe individuals who have a multiplicity of disabilities including difficulty learning, thinking and reasoning, retaining information and forming social relationships
• It is vital to recognise the individuality of developmental disabled persons, their right to age-appropriate consultation and to self-determination
• Needs arising from social isolation and the critical importance of primary care-givers in the lives of developmental disabled persons should also be recognised
• Knowledge is required of groups and agencies in the community that can provide advocacy services
• Juvenile justice may include knowledge of adolescent clients and their special need as individuals, within families and as part of a group, including stages of development and social issues affecting youth
• Recognition of the vulnerability of young people in their dealings with authority and of the protection that should operate during an investigation or proceeding in relation to an offence is required
• Knowledge of groups and agencies in the community that can provide services such as advocacy and legal advice to young people in their dealings with the justice system is essential
• Acquired Brain Injury may include:
  - Awareness of the causes and effects of ABI
  - Understanding of the impact of cognitive impairment on the individual and families, including associated grief and loss issues; knowledge of the ABI service system; skills in working with people with behaviours of concern

**Organisation procedures for collecting and analysing client information may include written and oral input to:**
- Questionnaires
- Assessment tools
- Client profile forms etc
### Procedures to prevent escalation of a potential emergency or crisis situation may include:

- Using calming communication skills
- Managing and containing emotional responses and escalating behaviour
- Identify and address source of the issue
- Discussing the situation with the client
- Negotiation and mediation
- Seeking assistance from other workers or client carers
- Providing physical and visual barriers
- Evaluating the potential risk of the emergency
- Implementing specific communication skills including questioning, reflective listening and body language

### Appropriate procedures to address potential emergency or crisis situation may include:

- Negotiating to prevent escalation
- Seeking assistance from other people or agencies
- Immediate referral
- Intervention to ensure physical safety

### Other information could include information from:

- The client's carers and or family
- Other agencies or workers with knowledge of the client
- Client files

### Specialist support may include:

- Health professionals
- Careers and employment advice
- Financial counselling
- Family and relationship counselling
- Child Protection officers
- Mental health professional
- AOD detox, withdrawal and support
- Child care
- Centrelink officers

### All client information would include:

- Behaviour
- Responses to questions and other information provided by client
- Physical appearance and acuity
- File information
- Information on the client provided by family, carers, other workers, other agencies

### Accepted procedures to evaluate the benefit to the client of referral include:

- Discussing options with the client, carers and family
- Checking the availability of services within the organisation
- Checking the availability and accessibility of other services

### Brief intervention will be focused on providing de-escalation and emotional support:

- One-to-one approach, private
- Takes short period of time
- Can be done by anyone in the team
- A client led process
- Opportunistic
- Used for harm reduction and facilitating behaviour change
- Carer respite (e.g. for clients with ABI)

### Organisation policies and procedures may include:

- Incident reporting and documentation
- Operational guidelines for handling cases involving difficult and behaviours of concern
- Record-keeping
<table>
<thead>
<tr>
<th></th>
<th>Legal responses</th>
</tr>
</thead>
</table>
| **Decisions to provide a brief intervention will be based on:** | The issues of concern to the client and the stage of decision to change is determined  
 Availability of resources to support the brief intervention  
 Agency and worker mandate and focus |
| **Document/s may include:** | Data  
 Case notes  
 Case files  
 Client reports  
 Referral notes |
CHCCD401E Support community participation

Unit Descriptor
This unit describes the knowledge and skills required to provide a range of opportunities for community groups and individuals to participate and design cooperative arrangements for addressing common concerns.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Work with individuals and the community to promote participation</td>
<td>1.1 Undertake work to identify key community issues to be addressed</td>
</tr>
<tr>
<td></td>
<td>1.2 Undertake planning to address community issues to ensure:</td>
</tr>
<tr>
<td></td>
<td>appropriate policies and strategies are developed</td>
</tr>
<tr>
<td></td>
<td>adequate resourcing is identified</td>
</tr>
<tr>
<td></td>
<td>key people are consulted</td>
</tr>
<tr>
<td></td>
<td>identified needs are addressed</td>
</tr>
<tr>
<td></td>
<td>1.3 Ensure processes are forward looking and proactive</td>
</tr>
<tr>
<td></td>
<td>1.4 Use appropriate interpersonal and networking skills to enlist support from key people and groups</td>
</tr>
<tr>
<td></td>
<td>1.5 Provide opportunities for community input to planning provision of services</td>
</tr>
<tr>
<td></td>
<td>1.6 Guarantee community input and participation in services</td>
</tr>
<tr>
<td>2. Support existing community activities</td>
<td>2.1 Undertake appropriate review of the relevance of existing community activities, based on changing community needs</td>
</tr>
<tr>
<td></td>
<td>2.2 Provide relevant support and assistance to existing community activities to obtain additional resources required for effective operation</td>
</tr>
<tr>
<td></td>
<td>2.3 Provide support to community groups to monitor and evaluate processes, progress and outcomes of activities</td>
</tr>
<tr>
<td></td>
<td>2.4 Provide appropriate support to community groups to become self managing in the implementation of plans</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

**Essential knowledge:**
These include knowledge of:
- Community development methods and their principles and practices
- Funding sources and their policies and strategies for encouraging community input and participation
- Budget and funding allocation
- Local, state and federal strategies/legislation
- Health promotion (as per Ottawa Charter for Health Promotion (1986), the Jakarta Declaration on Leading Health Promotion into the 21st Century (1997) and the Bangkok Charter for Health Promotion in a Globalized World (2005))

**Essential skills:**
It is critical that the candidate demonstrate the ability to:
- Demonstrate the capacity to undertake a range of activities to ensure appropriate participation by groups and individuals in community based activities
- In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role
  - These include the ability to:
    - Work with key people or stakeholders in the community
- Demonstrate application of skills in:
  - research relating to the community
  - policy development
  - report writing, including effective use of relevant information technology in line with work health and safety (WHS) guidelines
  - evaluating effectiveness of community based activities
  - budgeting
  - negotiation, liaison, networking
  - marketing
  - facilitation

**Evidence Guide**

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills

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

**Range Statement**

| Working with the community may include activities associated with: | Health promotion  
| Community service delivery  
| Community projects  
| Community development  
| Community action  
| Community planning  
| Consultative and planning committees  
| Sector development structures |

| Opportunities for 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 organisation 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 | Equipment |
**resources may include:**

- Staff skills and time
- Provision of facilities
- Educational materials
- Funding
- Skills/administrative support
- Physical, transport, venues, material, equipment
- Developmental training
- Financial
BSBINM201A Process and maintain workplace information

Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to collect, process, store and maintain workplace information and systems. It also includes the maintenance of filing and records systems.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collect information</td>
<td>1.1. Collect information in a timely manner and ensure that it is relevant to organisational needs</td>
</tr>
<tr>
<td></td>
<td>1.2. Use business equipment/technology available in the work area to effectively obtain information</td>
</tr>
<tr>
<td></td>
<td>1.3. Apply organisational requirements relating to security and confidentiality in handling information</td>
</tr>
<tr>
<td>2. Process workplace information</td>
<td>2.1. Use business equipment/technology to process information in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>2.2. Process information in accordance with defined timeframes, guidelines and procedures</td>
</tr>
<tr>
<td></td>
<td>2.3. Update, modify and file information in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>2.4. Collate and despatch information in accordance with specified timeframes and organisational requirements</td>
</tr>
<tr>
<td>3. Maintain information systems</td>
<td>3.1. Maintain information and filing systems in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>3.2. Identify, remove and/or relocate inactive or dead files in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>3.3. Establish and assemble new files in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>3.4. Update reference and index systems in accordance with organisational requirements</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

Required skills
- literacy skills to read and understand organisation's recordkeeping and information systems (including classification systems), to follow sequenced written instructions and to comprehend/interpret nature of record content
- numeracy skills to sequence and index files
- planning skills to organise work priorities and arrangements
- problem-solving skills to solve routine problems
- technology skills to select and use technology appropriate to maintaining workplace information.

Required knowledge
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety
  - organisational policies and procedures relating to collecting and processing workplace
Evidence Guide

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

- applying organisational policies and procedures for collecting and processing workplace information
- accuracy in recording and documenting information
- correctly storing, classifying and maintaining documents and records.

Range Statement

<table>
<thead>
<tr>
<th>Information may include:</th>
<th>Business equipment/technology may include:</th>
<th>Organisational requirements may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>computer databases (library catalogue, customer records)</td>
<td>answering machine</td>
<td>despatching and collecting procedures</td>
</tr>
<tr>
<td>computer files (letters, memos and other documents)</td>
<td>binder</td>
<td>legal and organisational policies, guidelines and requirements</td>
</tr>
<tr>
<td>correspondence (faxes, memos, letters, email)</td>
<td>computer</td>
<td>OHS policies, procedures and programs</td>
</tr>
<tr>
<td>forms (insurance forms, membership forms)</td>
<td>fax machine</td>
<td>procedures for deciding which records should be captured and filed</td>
</tr>
<tr>
<td>invoices (from suppliers, to debtors)</td>
<td>filing systems (manual/computerised/electronic)</td>
<td>procedures for updating records</td>
</tr>
<tr>
<td>minutes of meetings</td>
<td>photocopier</td>
<td>security procedures</td>
</tr>
<tr>
<td>personnel records (personal details, salary rates)</td>
<td>printer</td>
<td></td>
</tr>
<tr>
<td>sales records (monthly forecasts, targets achieved)</td>
<td>telephone</td>
<td></td>
</tr>
</tbody>
</table>

Removing inactive or dead files may include:

- compressing computer files prior to archiving
- periodically archiving or deleting files
- transferring files at regular intervals or routinely checking for dead or inactive files
- transferring records from the active filing system to secondary storage

Relocating inactive or dead files may include:

- electronic (email, internet access, diskette, tape, CD-ROM)
- microfilm
- photographic material
- printed material
**CHCAC318B Work effectively with older people**

**Unit Descriptor**

This unit describes the skills and knowledge required by the worker to perform work that reflects understanding of the structure and profile of the residential aged care sector, the home and community sector and key issues facing older people in the community.

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| **1. Apply understanding of the structure and profile of the residential aged care sector** | 1.1 Conduct work that reflects an understanding of the key issues facing older people and their carer/s  
1.2 Conduct work that reflects an understanding of the current philosophies of service delivery in the sector  
1.3 Recognise the impact of ageing demographics on funding and service delivery models  
1.4 Conduct work that reflects an understanding of current legislation |
| **2. Apply understanding of the home and community care sector** | 2.1 Demonstrate broad knowledge of policy and programs such as HACC, DVA and Government community care directions  
2.2 Comply with duty of care implementation in home and community settings and worker roles  
2.3 Demonstrate broad knowledge of 'ageing in place' |
| **3. Demonstrate commitment to the philosophy of 'positive ageing'** | 3.1 Take into account personal values and attitudes when planning and implementing work activities  
3.2 Recognise and manage ageist attitudes through the support of the appropriate person  
3.3 Recognise the impact of changing expectations of clients, their family and the wider community in relation to service delivery  
3.4 Conduct work that reflects an understanding of the individuality of ageing  
3.5 Conduct work that minimises the effects of stereotypical attitudes and myths on the older person |
| **4. Apply understanding of the physical and psychosocial aspects of ageing** | 4.1 Outline strategies that the older person may adopt to promote healthy lifestyle practices  
4.2 Take into account physical changes associated with ageing when delivering services  
4.3 Recognise and accommodate the older person's interests and life activities when delivering services  
4.4 Assist the older person to recognise the impact physical changes associated with ageing may have on their activities of living |
| **5. Apply understanding of changes associated with ageing** | 5.1 Take into account physical changes associated with ageing when delivering services  
5.2 Apply knowledge of common problems associated with ageing when delivering services  
5.3 Assist the older person to recognise the impact that changes associated with ageing may have on their activities of living  
5.4 Communicate situations of risk or potential risk associated with ageing to the older person |
| **6. Support the rights and interests of the older** | 6.1 Encourage and support the older person and/or their advocate/s to be aware of their rights and responsibilities |
6.2 Conduct work that demonstrates a commitment to access and equity principles
6.3 Adopt strategies to empower the older person and/or their advocate/s in regard to their service requirements
6.4 Provide information to the older person and/or their advocate/s to facilitate choice in their decision-making
6.5 Recognise and report to an appropriate person when an older person’s rights are not being upheld
6.6 Provide services regardless of diversity of race or cultural, spiritual, or sexual preferences
6.7 Provide information to the older person and/or their advocate/s regarding mechanisms for lodging complaints
6.8 Identify indicators of elder abuse and respond appropriately in line with organisation guidelines

7. Support the older person who is experiencing loss and grief
7.1 Recognise signs that older person is experiencing grief and report to appropriate person
7.2 Use appropriate communication strategies when older person is expressing their fears and other emotions associated with loss and grief
7.3 Provide older person and/or their support network with information regarding relevant support services as required

8. Deliver services within a quality framework
8.1 Identify key aspects of the quality framework and how they link together
8.2 Demonstrate understanding of regulatory/accreditation quality standards in relation to delivery of services
8.3 Ensure work practices reflect the organisation’s policies and procedures
8.4 Complete documentation that feeds into the quality system
8.5 Participate in quality improvement activities

Required Skills and Knowledge

**Essential knowledge:**
- Ageing demographics
- Basic knowledge and application of quality principles and accreditation standards in aged care and home and community care
- Competency and image enhancement as a means of addressing devaluation
- Contemporary issues facing older people in the community
- Current service delivery models
- Factors influencing service delivery models in the sector
- Foundation knowledge of common physiological, chronic and age-related conditions such as:
  - arthritis and other musculoskeletal problems
  - depression
  - diabetes
  - frailty and deconditioning
  - heart and lung disease
  - incontinence
  - neurological disorders
  - skin disorders including skin cancers
  - stroke
vascular disease
Impact of 'normal' ageing on the older person
Knowledge of quality monitoring activities such as audits, collection of data, visits by external bodies
Legislation, regulations and policies relevant to work in the aged care sector, including:
settings such as residential and home and community care
issues such as elder abuse, drug administration and access and equity
Impact of personal values and attitudes on service delivery
Overview of applicable accreditation or quality standards required by an external regulatory, accreditation or funding body
Overview of the manifestations and presentation of common problems associated with ageing
Own work role and responsibilities
Philosophy of various service delivery models
Physical and psychosocial aspects of ageing in supporting older people to maintain their quality of life
Principles and practices of confidentiality and privacy
Principles of access, equity and client rights when working in the aged care sector
Principles of empowerment and disempowerment
Relevant policies, protocols of the organisation re unit content and work role
Rights and responsibilities of older people and those working in the aged care sector
Relevant care needs and strategies related to common problems associated with ageing
Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
Role of carers
Stages of loss and grief and impact of ageing on person's experiences of loss and grief
Strategies for managing complaints
Strategies for supporting an older person and/or their advocate/s to exercise their rights
Structure and profile of the aged care sector
The impact of social devaluation on an individual's quality of life
The social model of disability
Understanding attitude, stereotypes and false beliefs associated with ageing
Understanding of basic quality management principles such as: people, paper and processes, 'Plan Do Check Act cycle'
Understanding of the ageing process and related physiological/psychological changes

**Essential skills:**
- Adhere to own work role and responsibilities
- Adopt a non-ageist and accepting attitude when working with older people
- Apply the principles of access, equity and client rights when working in the aged care sector
- Follow organisation policies and protocols
- Identify and respond to opportunities for improvement within the organisation's quality system
- Liaise and report to appropriate person/s
- Make informed observations and report appropriately in line with work role
- Recognise signs of deteriorating health and function and refer to supervisor and appropriate health professional
- Record information and complete documentation accurately and in a timely manner
- Apply basic problem solving skills to resolve problems within organisation protocols
- Apply knowledge of physical and psychosocial aspects of ageing in supporting older people
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation

Industry work roles will require workers to be able to perform basic mathematical functions, such as
addition and subtraction up to three digit numbers and multiplication and division of single and double-digit numbers

- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation. This requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues. Industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement.

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service. This requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues. Industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client’s service delivery plans, make notations in client records and complete workplace forms and records.

- Recognise and act upon opportunities to enhance sustainability in the workplace.

- Work effectively with clients, colleagues, supervisors and other services/agencies.

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate this unit of competency:
The individual being assessed must provide evidence of specified essential knowledge as well as skills.

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

It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings.

Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible.

Range Statement

<table>
<thead>
<tr>
<th>Older people may include:</th>
<th>Contexts may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals living in residential aged care environments</td>
<td>Older person’s own dwelling</td>
</tr>
<tr>
<td>Individuals living in the community</td>
<td>Independent living accommodation</td>
</tr>
<tr>
<td>Prospective individuals to the service or services</td>
<td>Residential aged care facilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Issues facing older people may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes that ageing may bring to:</td>
</tr>
<tr>
<td>physical processes</td>
</tr>
<tr>
<td>cognitive function (including dementia)</td>
</tr>
<tr>
<td>social interaction</td>
</tr>
<tr>
<td>role and family relationships</td>
</tr>
<tr>
<td>living arrangements</td>
</tr>
<tr>
<td>level of independence (financial, community access, self care)</td>
</tr>
<tr>
<td>Loss and grief</td>
</tr>
<tr>
<td>Family carer issues</td>
</tr>
<tr>
<td>Societal attitudes and expectations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current philosophies of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changing societal expectations (consumerism)</td>
</tr>
</tbody>
</table>
| Service delivery may include: | ▪ Changing political context (policies and initiatives)  
▪ Changing economic context  
▪ Impact of ageing demographics |
| Rights may include: | ▪ Privacy  
▪ Confidentiality  
▪ Dignity  
▪ Freedom of association  
▪ Informed choice  
▪ To lodge a complaint  
▪ Right to express ideas and opinions  
▪ To an agreed standard of care |
| Rights are detailed in: | ▪ Legislation  
▪ Residential Care Manual  
▪ Aged Care Act  
▪ Industry and organisation service standards  
▪ Industry and organisation codes of practice and ethics  
▪ Accreditation standards  
▪ International and national charters  
▪ Organisation policy and procedure |
| Access and equity principles may include: | ▪ Creation of a client orientated culture  
▪ Non-discriminatory approach to all individuals using or accessing the service  
▪ Respect for individual differences |
| Appropriate person/s may include: | ▪ Supervisor  
▪ Member of senior management  
▪ Colleagues  
▪ Carers  
▪ Health professionals  
▪ External agencies (complaints and advocacy services and professional registering authorities)  
▪ Law enforcement officer |
| Report may be: | ▪ Verbal:  
▪ telephone  
▪ face-to-face  
▪ Non-verbal (written):  
▪ progress reports  
▪ case notes  
▪ incident reports |
**CHCAD401D Advocate for clients**

**Unit Descriptor**
This unit describes the knowledge and skills required by the worker to support clients to voice their opinions or needs and to ensure their rights are upheld.

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assist clients to identify their rights and represent their own needs</td>
<td>1.1 Assist client to identify their own needs and rights and to determine if their rights are being infringed or are not being met</td>
</tr>
<tr>
<td></td>
<td>1.2 Undertake an assessment with the client, and if necessary with significant others and colleagues to identify client's ability to advocate for self</td>
</tr>
<tr>
<td></td>
<td>1.3 Provide client with information about available options for meeting their needs and assist them to identify their preferred option, and to make contact and negotiate with relevant people and agencies where appropriate</td>
</tr>
<tr>
<td></td>
<td>1.4 Ensure information provided to clients about client rights and responsibilities is researched, relevant and timely</td>
</tr>
<tr>
<td>2. Advocate on behalf of clients on request</td>
<td>2.1 Initiate, negotiate and implement relevant strategies for addressing client needs</td>
</tr>
<tr>
<td></td>
<td>2.2 On request from the client and in on-going consultation with the client, identify and contact the most appropriate individuals or organisations and represent the client's point of view clearly to optimise outcomes for the client</td>
</tr>
<tr>
<td></td>
<td>2.3 Ensure information is kept in confidence unless authorisation is given to release it</td>
</tr>
<tr>
<td></td>
<td>2.4 Discuss progress and outcomes with the client and take further action as necessary</td>
</tr>
<tr>
<td>3. Advocate for clients</td>
<td>3.1 Where assessment indicates the client requires advocacy support:</td>
</tr>
<tr>
<td></td>
<td>o raise issues with the most appropriate person/people in a way that upholds the rights and supports reasonable expectations of the client</td>
</tr>
<tr>
<td></td>
<td>o initiate and implement strategies for addressing client needs in consultation with appropriate personnel</td>
</tr>
<tr>
<td></td>
<td>o identify and redress potential conflict of interest</td>
</tr>
</tbody>
</table>

**Required Skills and Knowledge**

**Essential knowledge:**
- Organisations and services relevant to the nature of client service
- Referral options and resources available to community
- Organisation policies and procedures
- Relevant legal and other rights/limitations
- Social justice principles
- Differences between negotiation, advocacy, mediation and conciliation

**Essential skills:**
- Negotiate
- Advocate on behalf of clients
- Use a client-centred approach
- Demonstrate a non-judgemental approach to clients
- Maintain documentation as required
- Apply skills in:
- mediation
- representation
- dealing with cross cultural issues

**Evidence Guide**

**Critical aspects for assessment and evidence required to demonstrate this unit of competency:**
The individual being assessed must provide evidence of specified essential knowledge as well as skills. Assessment may be conducted on one or more occasions, but should include the normal range of workplace activities.

**Range Statement**

<table>
<thead>
<tr>
<th>Rights and needs include:</th>
<th>Freedom of choice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Access to services</td>
</tr>
<tr>
<td></td>
<td>Personal safety and security</td>
</tr>
<tr>
<td></td>
<td>Access to rights protection and legal remedies</td>
</tr>
<tr>
<td></td>
<td>Access to right protections and legal remedies</td>
</tr>
</tbody>
</table>

**Advocate on behalf of clients may be to:**

- Other workers
- Management
- Other agencies/organisations
- Family/friends/community
- Employers
- Other health services/professionals
- Police
- Legal organisations/persons
- Government departments
- Schools
- Credit providers, financial institutions, utility companies

**Advocacy may include:**

- Meeting client needs in the context of organisation requirements
- Awareness of potential conflict between client needs and organisation 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 and/or clients

**Formal strategies may include:**

- Public meetings
- Interviews
- Questionnaires
- Court appearances
CHCCD307D Support community resources

Unit Descriptor
This unit describes the knowledge and skills required to provide and maintain support to community groups

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Develop an information base | 1.1 Collect and store relevant information about the community, its organisations and services according to the organisation practices so ongoing work is facilitated  
1.2 Maintain a current directory of community resources so it is useable and accessible |
| 2. Establish relationship with key people | 2.1 Establish and maintain appropriate contact with key people using a range of communication strategies to ensure that the outcomes from work in the community is maximised  
2.2 Define roles and responsibilities of key people and services so that work is effective and coordinated |
| 3. Apply strategies for linking people | 3.1 Undertake appropriate work to create opportunities to develop supportive connections between key people including arranging and conducting meetings  
3.2 Identify obstacles to effective contact between people and develop appropriate strategies to overcome these  
3.3 Provide appropriate levels of ongoing support to promote community interaction |
| 4. Maintain community facilities and resources | 4.1 Maintain all relevant records and make available as required to facilitate community interaction  
4.2 Undertake appropriate work to ensure that maintenance of community resources is carried out according to agreed procedures and budget allocations  
4.3 Take appropriate action to ensure public and communal areas are accessible and meet community needs |

Required Skills and Knowledge

**Essential 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
- men
- community education
- Aboriginal and Torres Strait Islander people
- mental health

**Essential skills:**
- Provide a range of types of support to communities according to organisation procedures
- Communicate with a range of people in the community
- Maintain and access effective networks which contribute to the achievement of objectives
- Demonstrate capacity to motivate individuals and groups to work cooperatively to address common concerns
- Demonstrate oral communication competence:
  - ability to ask questions, listen to information, and seek clarification
  - language used may be English or a community language
- Demonstrate reading competence 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
- Demonstrate writing skills if organisations require a written list of community facilities and resources:
  - documentation that is required by the organisation
  - reports and documentation may be required in English or a community language depending on the group (some organisations may require computer skills if documentation is electronically stored)
- Consistently:
  - 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
  - demonstrate a range of strategies for making contact with and linking people
  - define own role as worker within the community
  - use of available technology for record-keeping
  - comply with work health and safety (WHS) requirements

**Evidence Guide**

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

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Worker can be assessed on the job or by simulation
- Community is designated by organisation policy

**Range Statement**

<table>
<thead>
<tr>
<th>Community may include:</th>
<th>Individuals and groups defined by organisation programs and services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Other agencies providing services to individuals and groups</td>
</tr>
<tr>
<td></td>
<td>People with specified needs and interests</td>
</tr>
<tr>
<td></td>
<td>People using the organisation's services/programs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relevant information about the community may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition and social/cultural profile</td>
</tr>
<tr>
<td>Cultural characteristics</td>
</tr>
<tr>
<td>Scope defined by organisation's objectives and priorities</td>
</tr>
<tr>
<td>Size</td>
</tr>
<tr>
<td>Nature and history of issues and interests</td>
</tr>
<tr>
<td>Range and nature of other services</td>
</tr>
<tr>
<td>Existing practice, process and protocol</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information about the community may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data base of key people</td>
</tr>
<tr>
<td>Details of other services/agencies</td>
</tr>
<tr>
<td>Networks, support systems, groups</td>
</tr>
<tr>
<td>Resources</td>
</tr>
<tr>
<td>Protocols for communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key people may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>People with an interest in the purpose of the organisation</td>
</tr>
<tr>
<td>Designated groups in the community</td>
</tr>
</tbody>
</table>
| **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 |
| **Organisation’s 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 |
CHCCD413E Work within specific communities

Unit Descriptor
This unit describes the knowledge and skills required to work with individuals or groups in specific communities.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define the issues of specific communities or groups</td>
<td>1.1 Identify the details of individual and group issues of the specific community through appropriate research and consultation</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify the values and structures of the community as they impact on individuals and groups</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify, by appropriate research and consultation, preferred means of dealing with individuals and groups from specific communities</td>
</tr>
<tr>
<td>2. Undertake relevant work in the context of specific communities or groups</td>
<td>2.1 Use the values, issues and structures within specific communities to define the ways of working</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify relevant community structures and utilise to maximise outcomes for individuals and groups</td>
</tr>
<tr>
<td></td>
<td>2.3 Ensure work within communities is consistent with defined job role and agreed protocols</td>
</tr>
<tr>
<td></td>
<td>2.4 Utilise interpersonal skills which are consistent with community practices and standards</td>
</tr>
<tr>
<td>3. Evaluate work undertaken within specific communities</td>
<td>3.1 Undertake appropriate evaluation of work in consultation with relevant community stakeholders</td>
</tr>
<tr>
<td></td>
<td>3.2 Monitor work within communities to ensure reflection of relevant values and structures</td>
</tr>
<tr>
<td></td>
<td>3.3 Undertake evaluation in a manner that ensures responsiveness to community needs and issues</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

**Essential knowledge:**
- The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role.
- These include knowledge of:
  - 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
  - Relevant networks, people, stakeholders
  - Culture and diversity
  - Models of society
  - Critique of socialisation theory
  - Family, power
  - Understanding of deviance
  - Identity theories
  - Specific knowledge areas may include aging, youth women, health, housing, environment, multiculturalism, family violence etc

**Essential skills:**
It is critical that the candidate demonstrate the ability to:

- Demonstrate the capacity to work effectively with a specific group, validated by community acceptance and the impact of work undertaken
- In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:
- Demonstrate application of skills in:
  - consultation
  - facilitation
  - research, including data collection/analysis and recording, and effective use of relevant information technology in line with work health and safety (WHS) guidelines
- high level interpersonal relationship

Evidence Guide

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills

This unit may be assessed on the job using appropriate relevant materials and examples or through simulation

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

Range Statement

<table>
<thead>
<tr>
<th>Issues of specific communities may relate to:</th>
<th>Cultural and linguistic diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk of self-harm</td>
<td></td>
</tr>
<tr>
<td>Mental health</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
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<tr>
<td>Sexuality</td>
<td></td>
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<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>General health</td>
<td></td>
</tr>
<tr>
<td>Alcohol and other drugs abuse</td>
<td></td>
</tr>
<tr>
<td>Disability</td>
<td></td>
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<tr>
<td>Location e.g. urban, rural and remote</td>
<td></td>
</tr>
<tr>
<td>Income</td>
<td></td>
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<tr>
<td>Family systems</td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work may relate to:</th>
<th>Specific groups, issues or communities e.g. health issues of young people from particular cultural backgrounds and/or geographic areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research activities</td>
<td></td>
</tr>
<tr>
<td>Policy development</td>
<td></td>
</tr>
<tr>
<td>Advocacy</td>
<td></td>
</tr>
<tr>
<td>Referrals</td>
<td></td>
</tr>
<tr>
<td>Project development and implementation</td>
<td></td>
</tr>
<tr>
<td>Project design and implementation</td>
<td></td>
</tr>
</tbody>
</table>

| Context of work may                        | Social, political and economic issues impacting upon specific communities                                               |
**include:**
- Models of community development
- Legislative and statutory frameworks

**Values and structures may include:**
- Cultural preference and mores of specific groups e.g. religious/spiritual observances
- Language
- Family relationships
- Status/protocol
- Ceremonies/celebrations
- Prohibitions/taboo
CHCCS419C Provide support services to clients

Unit Descriptor
This unit describes the knowledge and skills required to apply the basic elements of implementing services for people accessing community services organisations issues in a range of settings

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Establish a working relationship with clients to assist them to identify their needs | 1.1 Routinely use effective strategies 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  
  
  1.2 Implement processes to reach agreement on meeting procedures, consequences of actions and cooperative relationship  
  1.3 Clarify negotiable and non negotiable aspects of intervention  
  1.4 Define and maintain boundaries between client and worker, including roles, responsibilities and accountabilities, to ensure compliance with statutory requirements and duty of care responsibilities  
  1.5 Implement strategies to ensure all dealings with clients reflect appropriate expression of value systems and consideration of emotional impact of intervention  
  1.6 Use appropriate communication and relationship building processes  
  1.7 Discuss possibilities and options for responding to client needs, determine preferred actions and prioritise  
  1.8 Assist client to evaluate and select strategies to achieve their goals  
  1.9 Promptly and supportively respond to clients in distress or crisis, in accordance with organisation policies and procedures |
| 2. Support clients to meet their needs | 2.1 Identify information and skills required by the client to meet their needs  
  2.2 Provide or develop opportunities to obtain information and develop skills  
  2.3 Provide individual and group support in accordance with resources and procedures  
  2.4 Explain the client's rights and responsibilities  
  2.5 Maintain confidentiality in accordance with organisation policies and procedures |
| 3. Promote preventative strategies | 3.1 Provide a full range of opportunities for clients to engaged in identification of problems and solutions  
  3.2 Employ a range of strategies to assist clients to meet specific targets and to gain control over their lives  
  3.3 Identify, develop and initiate an appropriate range of opportunities in accordance with organisation policies and procedures and client needs  
  3.4 Encourage and monitor client progress and involvement in activities and appropriate action taken to maximise individual skill development |
| 4. Review work with clients | 4.1 Review work with client within organisation policies and procedures and adapt strategies as appropriate  
  4.2 Review outcomes of client work with supervisor and/or colleagues in |
ELEMENT: PERFORMANCE CRITERIA

accordance with organisation policies and procedures

5. Use self-protection strategies as required

5.1 Use conflict resolution and negotiation as appropriate
5.2 Take appropriate action to ensure the safety of self and others
5.3 Acknowledge limits of own abilities and make referrals as appropriate
5.4 Seek emergency assistance as required

6. Refer clients

6.1 Check services the client is already accessing with the client and the service/s
6.2 Discuss suitability of other services with the client
6.3 Support client to make contact with other services
6.4 Provide follow up to determine the effectiveness of the referral

7. Provide specialist services to clients

7.1 Complete all appropriate documentation and maintain in accordance with organisation and statutory standards and requirements
7.2 Implement procedures to ensure information sharing between key stakeholders is facilitated
7.3 Ensure all dealings with the client/s reflect:
   o accepted organisation standards of behaviour
   o mutual respect
   o commitment to information sharing and dissemination
   o adherence to agreed plan
   o sensitivity to cultural, family and individual differences
   o ability to work with the client in the context of the family and broader community
   o application of the organisation’s philosophy
   o compliance with statutory requirements and duty of care responsibilities

Required Skills and Knowledge

Essential knowledge:

- Understanding of role and responsibilities of self and other workers within the organisation
- Organisation policies and procedures as listed in the Range Statement
- Agency role, agency target group
- Issues affecting the client group
- Understanding relevant terminology related to the sector
- Awareness and understanding of issues relating to work in the sector
- Stigma, prejudice and common stereotypes relating to client issues
- Culture of service provision in the sector
- Relevant policy, regulatory, legislative and legal requirements relating to service provision
- Appropriate protocols and cultural systems relevant to work area
- Theories and methodologies related to work in the sector
- Child protection, mental health and AOD issues as they relate to work in the sector
- Working with individuals and groups
- Motivational interviewing techniques
- Service role and target groups
- Related agencies and referral procedures used by the organisation
- Awareness of own biases and beliefs
- Ethical obligations re: helping relations, confidentiality
- Rights of workers and clients
- Principles and practices of duty of care
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds
Knowledge specific to working with people at risk of self-harm

- Relationships between service providers
- Relevant systems/networks in the local area
- Statutory requirements

Where clients have mental health issues the following specific knowledge is required:
- Community correctional orders and mental health issues
- Mental health promotion
- Signs and symptoms of major mental illness

Where clients have mental health issues the following specific knowledge is required (contd):
- Impact of mental illness and/or psychiatric disability on self-esteem, motivation, daily living skills
- Common medications for mental illness and their side effects
- Psychosocial treatment approaches
- Psychiatric disability

Basic understanding of psychosocial rehabilitation processes

Basic understanding of the range of clinical treatment and support services

Where clients have housing issues the following knowledge is required:
- Understanding of language used in the community housing sector
- Awareness of housing issues

Where clients have AOD issues the following knowledge is required:
- First aid certification or equivalent skills (as per unit HLTFA311A Apply first aid) including cardio pulmonary resuscitation (CPR), bandaging, managing toxic substances, managing bleeding, managing broken bones, managing consciousness, managing choking and knowledge of coma positions

Where clients have AOD issues the following knowledge is required (contd):
- Working with a range of different clients with AOD issues
- Conducting work role within established plans, procedures or programs
- Range of AOD specific services delivered by the organisation

Essential skills:
- Effectively provide support to clients within organisation procedures
- Facilitate exploration of issues
- Establish role definitions
- Identify and work constructively with conflict and resistance
- Monitor own positions and reactions
- Clarify differences in perception
- Demonstrate problem exploration within a pro-active framework
- Apply strategies for self-protection and self care
- Apply strategies for dealing with aggressive or distressed people
- Demonstrate a non-judgemental approach to working with people
- Devise and develop tasks to help clients understanding and problem solving efforts
- Demonstrate constructive use of personal and professional authority and influence to support or confront
- Demonstrate application of skills in:
  - establishing rapport
  - effective active listening including questioning
  - interpretation of verbal and non-verbal communication
  - conflict resolution
  - problem solving
  - interpersonal relationship
  - networking and liaison with other services
  - crisis situation responses
  - report writing
  - supportive counselling
  - goal clarification
- working with conflict, resistance and levels of risk
- empathy, engagement and rapport building
- communicating interest, respect and concern
- articulating clearly boundaries of own role
- recognising signs and triggers for dependency
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

**Evidence Guide**

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills

This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions

Consistency in performance should consider particular requirements of support provision delivered in the workplace

**Range Statement**

<table>
<thead>
<tr>
<th>Clients include:</th>
<th>Individual clients and families and support network of the client</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Members of the public seeking information</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The contexts of working with clients include:</th>
<th>Contact with a service on a voluntary or involuntary basis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Contact with a statutory activity e.g. Notification, first juvenile offence</td>
</tr>
<tr>
<td></td>
<td>Within an intervention</td>
</tr>
<tr>
<td></td>
<td>Within a support activity or service</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organisation policies and procedures may include:</th>
<th>Emergencies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Work health and safety (WHS)</td>
</tr>
<tr>
<td></td>
<td>Referrals</td>
</tr>
<tr>
<td></td>
<td>Reporting</td>
</tr>
<tr>
<td>Goals, objectives and targets</td>
<td>Commonwealth and State legislation</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Accountability</td>
<td>International conventions relating to the rights of children and young persons</td>
</tr>
<tr>
<td>Code of conduct</td>
<td>Organisation policy and procedures</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>Relevant program standards</td>
</tr>
<tr>
<td>Grievance procedures</td>
<td>Organisation codes of conduct, ethics</td>
</tr>
</tbody>
</table>

**Establish a working relationship will be carried out within requirements established by:**

| Occur at established premises or at other locations used by outreach, street, remote or off-site services |
| Other locations may include the client’s home, public places, workplaces or mobile service centres |

**Work with clients may:**

<table>
<thead>
<tr>
<th>Emotional support</th>
<th>Social support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial advice</td>
<td>Cognitive/behavioural support</td>
</tr>
<tr>
<td>Food and clothing</td>
<td>Transport</td>
</tr>
<tr>
<td>Emergency relief</td>
<td>Legal advice</td>
</tr>
<tr>
<td>Accommodation support</td>
<td>Referral to other agencies</td>
</tr>
<tr>
<td>Harm minimisation</td>
<td>Financial device</td>
</tr>
<tr>
<td>Consumables</td>
<td>Legal advice</td>
</tr>
</tbody>
</table>

**Needs may include:**

<table>
<thead>
<tr>
<th>Engagement</th>
<th>Empathy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-judgemental manner</td>
<td>Active listening</td>
</tr>
<tr>
<td>Listening to the person</td>
<td>Acknowledging the person in a pleasant and accepting manner</td>
</tr>
<tr>
<td>Treating the person as an individual with their own life history, skills and interests</td>
<td>Rapport building</td>
</tr>
<tr>
<td>Warmth</td>
<td>Genuineness</td>
</tr>
<tr>
<td>Respect</td>
<td></td>
</tr>
</tbody>
</table>

**Possibilities and options for responding to client needs may include:**

| Referral of the client to a colleague within the organisation | Referral of the client to other agencies in accordance with organisation policies and procedures |

**Respond to clients in distress and crisis will:**

| Enlisting support and/or assistance from colleagues or emergency support as appropriate |
### Services should promote the client's independence and abilities and take into account their:

- Preferences
- Ability to communicate
- Level of stress or anxiety
- Behavioural disturbance e.g. tears, agitation, despair, elation, mood swings, disinhibition caused by acquired brain injury
- Verbal or physical aggression
- Inappropriate responses
- Family and peer support/self help
- Need for encouragement
- Cultural/linguistic background
- Social circumstances e.g. family and social support

### Client service processes may be informal and/or formal and may include:

- Problem solving techniques
- Evaluation
- Interviewing techniques
- Information provision
- Group work
- Individual support
- Working with carers and others
- Relaxation management
- Stress management
- Anger management
- Coping strategies
- Counselling and support groups

### Work with clients may occur in any environment including:

- Social settings
- Home
- Drop in centres
- Workplace
- Vehicles/transport
- Cafes, shopping centres
- Structured programs
- Legal settings
- Other agencies or services

### Supervisors and/or colleagues may include:

- People from other services
- Team members

### Assistance may be sought from:

- Other staff
- Clinical mental health services
- Acquired brain injury services
- Community based support services
- Legal services
- Hospitals
- Ambulance
- Police
- Interpreters
- Consumer consultants
<table>
<thead>
<tr>
<th>Transcultural consultants</th>
<th>Other services may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carer/consumer groups</td>
<td>Psychosocial rehabilitation</td>
</tr>
<tr>
<td>Accommodation</td>
<td>Specialist disability</td>
</tr>
<tr>
<td>Legal</td>
<td>Day support</td>
</tr>
<tr>
<td>Employment and/or skill development service e.g. Life or living skills</td>
<td></td>
</tr>
<tr>
<td>Pre-vocational</td>
<td>Leisure</td>
</tr>
<tr>
<td>Recreation</td>
<td>Education</td>
</tr>
<tr>
<td>Social activities</td>
<td>Neuropsychological assessment</td>
</tr>
<tr>
<td>Behaviour consultancy services</td>
<td></td>
</tr>
<tr>
<td>Clinical treatment</td>
<td>Drug and alcohol</td>
</tr>
<tr>
<td>Health</td>
<td>Advocacy</td>
</tr>
<tr>
<td>Respite</td>
<td>Pharmacies</td>
</tr>
<tr>
<td>Financial</td>
<td>Torture/trauma</td>
</tr>
<tr>
<td>Spiritual support</td>
<td></td>
</tr>
</tbody>
</table>
CHDIS301C Work effectively with people with a disability

Unit Descriptor
This unit describes the knowledge and skills required as an introduction to working and communicating with people with a disability

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| **1. Demonstrate an understanding of the delivery of quality services for people with disabilities** | 1.1 Demonstrate understanding of key issues facing people with disabilities and their carers  
1.2 Work with understanding of the context of policy, regulatory, legislative and legal requirements as they apply to the area of disability work  
1.3 Demonstrate commitment to access and equity principles  
1.4 Take into account personal values and attitudes regarding disability when planning and undertaking work with people with disabilities  
1.5 Demonstrate understanding of different impacts on clients of specific disabilities, including acquired and developmental disabilities |
| **2. Communicate effectively with people with a disability** | 2.1 Identify specific communication needs of people with a disability including, where appropriate:  
o identifying and using techniques, devices and aids specific to each person with a disability  
o translation and language interpreters  
o cultural interpreters  
o referral to specialists  
2.2 Identify areas of mistrust or conflict that may require conflict resolution  
2.3 Identify need to include additional people including trusted friends, case workers, family members or adults  
2.4 Select from a range of appropriate communication strategies and employ to:  
o establish rapport  
o exchange information  
o facilitate resolution of issues  
o defuse potentially difficult situations  
2.5 Apply effective communication where appropriate to provide a brief intervention  
2.6 Give feedback and advice in a way which reflects current identified good practice  
2.7 Show due regard to individual differences, needs and rights in communicating with clients and colleagues  
2.8 Communicate referrals to other staff, manager or specialist services as appropriate to ensure duty of care responsibilities are met in situations where break downs in communication occur |
| **3. Demonstrate the capacity to support rights, interests and needs of people with disabilities** | 3.1 Demonstrate understanding of strategies that assist people with disabilities to exercise their rights and independence  
3.2 Acknowledge different client requirements and adapt approach to address specific requirements of each person, using positive practices in all interactions with people with disabilities  
3.3 Comply with legal responsibilities and duty of care |
ELEMENT PERFORMANCE CRITERIA

3.4 Report situations that may pose health or safety issues according to organisation procedures

3.5 Apply different models for working in the sector as required to meet client needs

4. Demonstrate the capacity to provide support across a range of disability types

4.1 Apply fundamental knowledge of physical and psychological stages of human development

4.2 Apply fundamental knowledge of factors that may enhance or inhibit human development

4.3 Demonstrate understanding of a range of support practices for people with an intellectual disability, sensory disability, neurological impairment, acquired brain injury, physical disability or developmental delay

4.4 Demonstrate understanding and application of support practices for a range of types of disability

5. Respond to situations of risk or potential risk to people with disabilities

5.1 Identify and respond to situations of risk and report to appropriate people

5.2 Report uncharacteristic or inappropriate behaviour

5.3 Report situations of risk which may adversely effect the health of people with disabilities

5.4 Identify indications of possible abuse and/or neglect and report according to organisation policy and protocol

Required Skills and Knowledge

Essential knowledge:

- Awareness and understanding of consent and strategies utilised to determine ability to consent
- Awareness of discriminatory actions
- A range of developmental and acquired disabilities, including:
  - acquired brain injury
  - autism spectrum disorder
  - cognitive disability
  - developmental delay
  - intellectual disability
  - neurological impairment
  - physical disability
  - sensory disability, including hearing, vision impairment
  - speech/language disability
- Common risks to safety
- Communication needs, strategies and resources in relation to people with disabilities
- Consumer needs and rights including duty of care
- Different types of requirements likely to be associated with different disabilities
- Fundamental knowledge of stages of biological and psychological development of the human being throughout the lifespan
- Indicators of abuse and/or neglect in relation to people with disabilities
- Networks in the disability sector
- Principles and practices of:
  - access and equity
  - confidentiality
empowerment/disempowerment in relation to people with disabilities
Relevant legislation, regulations and policies, including legalities associated with using restrictive and prohibitive practices
Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
Role of guardianship board, public trustee and independent advocate
Varying emotional, relationship building and dependence and independence issues and responses associated with differing life stages
Underpinning philosophies and values, including:
- commitment to empowering clients
- commitment to meeting the needs and upholding the rights of clients
- community education and capacity building
- competency and image enhancement as a means of addressing devaluation
- delivery of person-centred services
- holistic and client-centred approach
- practices which focus on the individual person
- rightful place in community
- self determination
- strengths-based support
- the impact of social devaluation on an individual’s quality of life
- the social model of disability

**Essential skills:**
- the rights and responsibilities of people with disabilities
- stereotypes that may exist about people with disabilities
- the impact of own attitudes on working with people with disabilities
- Make informed observations and report appropriately
- Respond to situations of risk or potential risk
- Apply skills in interpersonal communication with clients and other stakeholders
- Communicate effectively with people with a range of different disabilities
- Recognise and act upon opportunities to enhance sustainability in the workplace

**Evidence Guide**

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*
The individual being assessed must provide evidence of specified essential knowledge as well as skills
This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
Consistency in performance should consider the particular workplace context

**Range Statement**

*Context includes:*
- Changing social context of work e.g. consumer centred approach, changing government and societal views, approaches to working with clients
- Economic context e.g. The current economic situation as it relates to and affects people with disabilities and the subsequent impact on client needs
- Facts/myths about disability
- Historical context of work e.g. changing attitudes, changing approaches to working with clients
- Political context e.g. government policies and initiatives
- The relevant statutory framework

**Stages of human development may relate to:**
- Stages of cognitive development
- Stages of physical development
- Stages of psychosocial development

**Issues may include:**
- Access to services for people with disabilities and their carers
- Family and carer issues
- Grief and loss
- Support in meeting individual needs and personal goals of people with disabilities

**Different models for working in the sector may include:**
- Advocacy
- Behaviour management
- Business services support
- Case management
- Community access
- Community development and education
- Employment support
- Health promotion
- Home based support
- Lifestyle support
- Peer support/self help
- Residential services
- Respite care
- Working with families

**The underpinning values and philosophies of the sector may include:**
- A holistic and person-centred approach
- Commitment to empowering clients
- Commitment to meeting the needs and upholding the rights of clients
- Community education
- Delivery of appropriate services

**Different client requirements may depend upon:**
- Type of disability, including:
  - cognitive
  - intellectual
  - physical
  - psychiatric
  - sensory
  - Support availability including:
    - education and training
    - employment
    - family
    - financial
    - physical, emotional and behavioural
    - Presence of a chronic illness/condition

**Policy and legislative requirements include:**
- Disability Discrimination Act and associated standards
- Disability Service Standards
- Disability Services Acts (Commonwealth and State)
- Equal employment opportunity principles
- Guardianship Board
- Medical legislation
- Medication regulations
- Nurses Act
- Office of the Public Advocate
- Privacy Act
- Restrictive practices legislation

**Commitment to access and equity principles** includes:

- A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers
- Client oriented culture
- Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual
- Implementation of person-centred practices

**Rights include principles expressed in:**

- Charters of human rights
- Disability standards
- Freedom from discrimination
- Freedom of information

**Rights include:**

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

**Interests include:**

- Accommodation
- Financial
- Recreation
- Services

**Appropriate people include:**

- Administrators
- Carers
- Colleagues
- Disability services
- Emergency services
- Health care services
- Health workers
- Home and community care services
- Relatives
- Supervisors

**Respond to situations of risk in the context of the work role may include:**

- Identifying risks
- Providing information on risks or potential risks
- Risk minimisation
- Strategies for preventing abuse of people with disabilities
CHC41012 - Certificate IV in Community Services Advocacy

Core & Suggested Elective Units

There are a total of 15 units of competency required for this qualification; 9 core units and 6 electives.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Core/Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBINM201A</td>
<td>Process and maintain workplace information</td>
<td>Core</td>
</tr>
<tr>
<td>CHCAD401D</td>
<td>Advocate for clients</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCD412B</td>
<td>Work within a community development framework</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCOM403A</td>
<td>Use targeted communication skills to build relationships</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCS400C</td>
<td>Work within a relevant legal and ethical framework</td>
<td>Core</td>
</tr>
<tr>
<td>CHCNET402B</td>
<td>Establish and maintain effective networks</td>
<td>Core</td>
</tr>
<tr>
<td>HLTHIR403C</td>
<td>Work effectively with culturally diverse clients and co-workers</td>
<td>Core</td>
</tr>
<tr>
<td>HLTHIR404D</td>
<td>Work effectively with Aboriginal and/or Torres Strait Islander people</td>
<td>Core</td>
</tr>
<tr>
<td>HLTWHS300A</td>
<td>Contribute to WHS processes</td>
<td>Core</td>
</tr>
<tr>
<td>CHCAC318B</td>
<td>Work effectively with older people</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCAD504B</td>
<td>Provide advocacy and representation services</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCS411C</td>
<td>Work effectively in the community sector</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCS503B</td>
<td>Develop, implement and review services and programs to meet client needs</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCDIS301C</td>
<td>Work effectively with people with a disability</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCINF407D</td>
<td>Meet information needs of the community</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCLEG411A</td>
<td>Use relevant legislation in response to client needs</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCNET404B</td>
<td>Facilitate links with other services</td>
<td>Elective</td>
</tr>
</tbody>
</table>
**BSBINM201A Process and maintain workplace information**

**Unit Descriptor**
This unit describes the performance outcomes, skills and knowledge required to collect, process, store and maintain workplace information and systems. It also includes the maintenance of filing and records systems.

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Collect information | 1.1. Collect *information* in a timely manner and ensure that it is relevant to organisational needs  
1.2. Use *business equipment/technology* available in the work area to effectively obtain information  
1.3. Apply *organisational requirements* relating to security and confidentiality in handling information |
| 2. Process workplace information | 2.1. Use business equipment/technology to process information in accordance with organisational requirements  
2.2. Process information in accordance with defined timeframes, guidelines and procedures  
2.3. Update, modify and file information in accordance with organisational requirements  
2.4. Collate and despatch information in accordance with specified timeframes and organisational requirements |
| 3. Maintain information systems | 3.1. Maintain information and filing systems in accordance with organisational requirements  
3.2. Identify, *remove* and/or *relocate inactive or dead files* in accordance with organisational requirements  
3.3. Establish and assemble new files in accordance with organisational requirements  
3.4. Update reference and index systems in accordance with organisational requirements |

**Required Skills and Knowledge**

**Required skills**
- literacy skills to read and understand organisation's recordkeeping and information systems (including classification systems), to follow sequenced written instructions and to comprehend/interpret nature of record content
- numeracy skills to sequence and index files
- planning skills to organise work priorities and arrangements
- problem-solving skills to solve routine problems
- technology skills to select and use technology appropriate to maintaining workplace information.

**Required knowledge**
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety
  - organisational policies and procedures relating to collecting and processing workplace
information

- organisational recordkeeping/filing systems and security procedures
- organisation's business and structure
- range of filing systems including paper-based and software-based.

**Evidence Guide**

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

Evidence of the following is essential:

- applying organisational policies and procedures for collecting and processing workplace information
- accuracy in recording and documenting information correctly storing, classifying and maintaining documents and records.

**Range Statement**

<table>
<thead>
<tr>
<th><strong>Information</strong> may include:</th>
<th><strong>Business equipment/technology</strong> may include:</th>
<th><strong>Organisational requirements</strong> may include:</th>
<th><strong>Removing inactive or dead files</strong> may include:</th>
<th><strong>Relocating inactive or dead files</strong> may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- computer databases (library catalogue, customer records)</td>
<td>- answering machine</td>
<td>- despatching and collecting procedures</td>
<td>- compressing computer files prior to archiving</td>
<td>- electronic (email, internet access, diskette, tape, CD-ROM)</td>
</tr>
<tr>
<td>- computer files (letters, memos and other documents)</td>
<td>- binder</td>
<td>- legal and organisational policies, guidelines and requirements</td>
<td>- periodically archiving or deleting files</td>
<td>- microfilm</td>
</tr>
<tr>
<td>- correspondence (faxes, memos, letters, email)</td>
<td>- computer</td>
<td>- OHS policies, procedures and programs</td>
<td>- transferring files at regular intervals or routinely checking for dead or inactive files</td>
<td>- photographic material</td>
</tr>
<tr>
<td>- forms (insurance forms, membership forms)</td>
<td>- fax machine</td>
<td>- procedures for deciding which records should be captured and filed</td>
<td>- transferring records from the active filing system to secondary storage</td>
<td>- printed material</td>
</tr>
<tr>
<td>- invoices (from suppliers, to debtors)</td>
<td>- filing systems (manual/computerised/electronic)</td>
<td>- procedures for updating records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- minutes of meetings</td>
<td>- photocopier</td>
<td>- security procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- personnel records (personal details, salary rates)</td>
<td>- printer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- sales records (monthly forecasts, targets achieved)</td>
<td>- telephone</td>
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<td></td>
</tr>
</tbody>
</table>

Removing inactive or dead files may include:

- compressing computer files prior to archiving
- periodically archiving or deleting files
- transferring files at regular intervals or routinely checking for dead or inactive files
- transferring records from the active filing system to secondary storage

Relocating inactive or dead files may include:

- electronic (email, internet access, diskette, tape, CD-ROM)
- microfilm
- photographic material
- printed material
CHCAD401D Advocate for clients

Unit Descriptor
This unit describes the knowledge and skills required by the worker to support clients to voice their opinions or needs and to ensure their rights are upheld.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assist clients to identify their rights and represent their own needs</td>
<td>1.1 Assist client to identify their own needs and rights and to determine if their rights are being infringed or are not being met</td>
</tr>
<tr>
<td></td>
<td>1.2 Undertake an assessment with the client, and if necessary with significant others and colleagues to identify client’s ability to advocate for self</td>
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<tr>
<td></td>
<td>1.3 Provide client with information about available options for meeting their needs and assist them to identify their preferred option, and to make contact and negotiate with relevant people and agencies where appropriate</td>
</tr>
<tr>
<td></td>
<td>1.4 Ensure information provided to clients about client rights and responsibilities is researched, relevant and timely</td>
</tr>
<tr>
<td>2. Advocate on behalf of clients on request</td>
<td>2.1 Initiate, negotiate and implement relevant strategies for addressing client needs</td>
</tr>
<tr>
<td></td>
<td>2.2 On request from the client and in on-going consultation with the client, identify and contact the most appropriate individuals or organisations and represent the client’s point of view clearly to optimise outcomes for the client</td>
</tr>
<tr>
<td></td>
<td>2.3 Ensure information is kept in confidence unless authorisation is given to release it</td>
</tr>
<tr>
<td></td>
<td>2.4 Discuss progress and outcomes with the client and take further action as necessary</td>
</tr>
<tr>
<td>3. Advocate for clients</td>
<td>3.1 Where assessment indicates the client requires advocacy support:</td>
</tr>
<tr>
<td></td>
<td>o raise issues with the most appropriate person/people in a way that upholds the rights and supports reasonable expectations of the client</td>
</tr>
<tr>
<td></td>
<td>o initiate and implement strategies for addressing client needs in consultation with appropriate personnel</td>
</tr>
<tr>
<td></td>
<td>o identify and redress potential conflict of interest</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

**Essential knowledge:**
- Organisations and services relevant to the nature of client service
- Referral options and resources available to community
- Organisation policies and procedures
- Relevant legal and other rights/limitations
- Social justice principles
- Differences between negotiation, advocacy, mediation and conciliation

**Essential skills:**
- Negotiate
- Advocate on behalf of clients
- Use a client-centred approach
- Demonstrate a non-judgemental approach to clients
- Maintain documentation as required
- Apply skills in:
  - mediation
  - representation
  - dealing with cross cultural issues
**Evidence Guide**

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills. Assessment may be conducted on one or more occasions, but should include the normal range of workplace activities.

**Range Statement**

| Rights and needs include:                      | Freedom of choice                      |
|                                             | Access to services                     |
|                                             | Personal safety and security           |
|                                             | Access to rights protection and legal remedies |
|                                             | Access to right protections and legal remedies |

**Advocate on behalf of clients may be to:**

- Other workers
- Management
- Other agencies/organisations
- Family/friends/community
- Employers
- Other health services/professionals
- Police
- Legal organisations/persons
- Government departments
- Schools
- Credit providers, financial institutions, utility companies

**Advocacy may include:**

- Meeting client needs in the context of organisation requirements
- Awareness of potential conflict between client needs and organisation 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 and/or clients

**Formal strategies may include:**

- Public meetings
- Interviews
- Questionnaires
- Court appearances
CHCCD412B Work within a community development framework

Unit Descriptor
This unit describes the knowledge and skills required to work within a community development framework. A community development framework may include a range of methods designed to strengthen and develop communities by enhancing individual and group capacity to confidently engage with community structures and to address problems and issues.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Operate within a community development framework</td>
<td>1.1 Reflect a current working knowledge and understanding of community development vision and mission in work undertaken</td>
</tr>
<tr>
<td></td>
<td>1.2 Reflect through work, a commitment to working with communities to resolve their issues through enhancing skills, accessing appropriate support and working with others in the community who share concerns and issues</td>
</tr>
<tr>
<td></td>
<td>1.3 Underpin work with a commitment to the principles of community development</td>
</tr>
<tr>
<td></td>
<td>1.4 Demonstrate understanding of the interrelationships of the needs and rights of the individual, the family, the community and society</td>
</tr>
<tr>
<td></td>
<td>1.5 Reflect through work, a demonstrated understanding of the impact of current and changing social, political and economic contexts</td>
</tr>
<tr>
<td></td>
<td>1.6 Work in a manner which reflects the impact of worker's own value base and values within a community development framework</td>
</tr>
<tr>
<td>2. Distinguish between private and public issues arising in community development work</td>
<td>2.1 Employ appropriate interpersonal skills to hear individual stories and distinguish between private and public issues</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify the individual's willingness to engage in a public process to bring about change and facilitate the move from private concern to public action</td>
</tr>
<tr>
<td></td>
<td>2.3 Provide appropriate referrals to assist people to deal with personal issues</td>
</tr>
<tr>
<td></td>
<td>2.4 Ensure all work reflects and meets duty of care responsibilities</td>
</tr>
<tr>
<td>3. Work with groups to achieve community development outcomes</td>
<td>3.1 Contribute to analysis of community needs</td>
</tr>
<tr>
<td></td>
<td>3.2 Identify shared community needs within the public group processes</td>
</tr>
<tr>
<td></td>
<td>3.3 Identify appropriate strategies with the group in order to ensure community issues are addressed</td>
</tr>
<tr>
<td></td>
<td>3.4 Identify community structures and resources available to groups to maximise outcomes for groups</td>
</tr>
<tr>
<td></td>
<td>3.5 Provide advice and information to groups and individuals as required to ensure they are fully informed about relevant issues and opportunities</td>
</tr>
<tr>
<td>4. Work effectively with diversity in the community</td>
<td>4.1 Ensure all work reflects a commitment to the principles of access and equity</td>
</tr>
<tr>
<td></td>
<td>4.2 Ensure all work reflects respect and understanding of individual differences</td>
</tr>
<tr>
<td></td>
<td>4.3 Ensure all work reflects recognition of the positive contribution of diversity in the community</td>
</tr>
<tr>
<td></td>
<td>4.4 Adapt inclusive work processes that enhance people's participation</td>
</tr>
</tbody>
</table>
Required Skills and Knowledge

**Essential knowledge:**

It is critical that the candidate demonstrate knowledge of:

- Own biases related to community development
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Strategies for addressing individual differences
- Principles and practices of community development work, including:
  - structural disadvantage and inequality,
  - social justice and human rights,
  - empowerment
- recognition of personal and public political process
- commitment to peoples’ participation
- Work models within a community development framework, including:
  - social action
  - advocacy
  - locality development work
  - brokering connections between communities and systems
  - community needs analysis / research

**Essential skills:**

- It is critical that the candidate demonstrate the ability 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
  - Review and modify own work practice within a community development framework
  - In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role
  - These include the ability to:
    - Apply appropriate communication and interpersonal skills relevant to work area
    - Demonstrate application of skills in:
      - research
      - needs analysis and assessment in a community context
      - relevant literacy standards and skills necessary to meet reporting requirements of work area
      - reflective listening
      - referral
    - Recognise and act upon opportunities to enhance sustainability in the workplace

**Evidence Guide**

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills

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

It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations

**Range Statement**

Developed by Bul & Bear Special Assignments for DVA

**Review of Veterans' Advocacy Training**

**Qualifications and Units**

**Appendix 7**
| **Work in the industry includes:** | • Paid work  
• Unpaid work  
• Voluntary |
|---|---|
| **Principles of community development include:** | • 'People-centred' developmental approach to work that may be civil, political, economic, social or cultural  
• Commitment to participatory democracy,  
• Commitment to peoples' participation,  
• Empowerment  
• Justice (commutative, distributive and social), and human rights  
• Reciprocity and mutuality  
• Recognition of personal and public political process,  
• Recognition of the value of process, including as an outcome  
• Respecting and valuing local knowledge and skills, |
| **Ethical practices include those relating to:** | • Financial management  
• Information collection, storage and dissemination  
• Operation of community and other organisations  
• Professional relationships |
| **Group processes and models include:** | • Community action |
| **Community development outcomes may include:** | • Building capacity to address problems in the community and to strengthen community structures  
• Community facilities  
• Community planning  
• Community projects  
• Consultative and planning committees  
• Enhanced community capacity  
• Enhanced community skills  
• Enhanced social capital  
• Increased capacity of groups and individuals to engage with political and community structures  
• Increased community self confidence in public activity  
• Inter-community collaboration  
• Meeting community needs  
• New or improved service delivery  
• Other outcomes identified by the community or the group  
• Policy changes |
| **Appropriate course of action may include:** | • A public response/meeting  
• Conducting a specific project  
• Development of a program  
• Establishment of organisational arrangements  
• Group action |
| **Appropriate referrals may include** | • Not part of agency mandate  
• Private matters  
• Public matters that are already being addressed elsewhere |
| **Areas of difference and diversity include:** | • Culture and cultural practices relating to:  
• religion/spiritual observances |
- family relationships
- status/protocol
- ceremonies/celebrations
- prohibition/taboos
- Language
- Social, economic, physical and health issues
CHCCOM403A Use targeted communication skills to build relationships

Unit Descriptor
This unit describes the knowledge and skills required to apply specific workplace communication techniques to build and maintain relationships with clients and colleagues based on respect and trust.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Communicate effectively with clients and staff | 1.1 Identify and use appropriate communication strategies to: establish rapport, exchange information, facilitate resolution of issues, defuse potentially difficult situations  
1.2 Conduct interviews according to established procedures  
1.3 Give feedback and advice in a way which reflects current identified good practice  
1.4 Demonstrate respect for individual, cultural and social differences, needs and rights in communicating with clients and colleagues  
1.5 If communication break down occurs, respond appropriately and refer to other staff or specialist services if required to ensure duty of care responsibilities are met  
1.6 Respond to enquiries in a manner that promotes achievement of mutual outcomes  
1.7 Respect and consider differences in views in a way that values and encourages the contributions of others  
1.8 Ensure communication represents the organisation effectively where appropriate |
| 2. Contribute to the implementation of effective communication strategies | 2.1 Implement strategies to check on the effectiveness of communication with clients and colleagues  
2.2 Facilitate access to interpretive and translation services as required  
2.3 Regularly review established channels of communication to ensure clients and co-workers are informed of relevant information in a timely way  
2.4 Provide coaching in effective communication to colleagues and clients as required  
2.5 Maintain relevant work-related networks and relationships as required to ensure client needs and organisation objectives are met |
| 3. Use specific communication techniques to maintain constructive interaction | 3.1 Put in place strategies to develop a trusting relationship that will enable negotiation of communication barriers  
3.2 Use communication skills and processes to identify and address barriers to communication and facilitate identification of individual issues  
3.3 Use effective skills in listening and providing feedback to ensure stories are heard and to support exploration and validation of issues raised  
3.4 Seek agreement on processes to be followed to address issues within scope of own abilities, skills and work role  
3.5 Make referral for conflict resolution and mediation as appropriate |
| 4. Facilitate discussions | 4.1 Provide opportunities to fully explore all relevant issues  
4.2 Routinely use strategies that encourage all group members to participate equally, including seeking and acknowledging contributions from all members  
4.3 Routinely contribute to and follow objectives and agendas for meetings and discussions |
ELEMENT

PERFORMANCE CRITERIA

4.4 Provide relevant information to groups as appropriate to facilitate outcomes
4.5 Evaluate group communication strategies to promote ongoing participation of all parties
4.6 Implement strategies to ensure the specific communication needs of individuals within the group are identified and addressed

5. Identify communication strategies to build relationships with clients who are involuntary or present

5.1 Identify and address specific communication barriers such as:
  - closed or unreceptive attitudes
  - mistrust or misunderstanding of people, organisations, systems and/or processes
  - emotional states, such as fear, anger and frustration

5.2 Identify areas of mistrust or conflict that may require resolution

5.3 Identify the need to include additional parties

Required Skills and Knowledge

**Essential knowledge:**
- Effective communication strategies and techniques to address barriers and build and maintain relationships
- Recognition of communication styles of individuals
- Basic group dynamics and facilitation of group discussion
- Cross cultural communication protocols
- Non-verbal communication strategies
- Communication techniques to maintain constructive interactions
- Barriers to communication

**Essential skills:**
- Provide evidence that all communication with clients and colleagues is appropriate to individual needs and the situation and promotes achievement of organisation objectives
- Use strategies to meet particular communication needs/difficulties
- Address individual issues in a timely way and in a manner which maintains the integrity of the individual
- Know when to provide referrals to conflict resolution and mediation
- Apply a full range of communication techniques including:
  - reflective and active listening, respectful responding, empathy, feedback and rapport
  - addressing communication barriers through application of a range of strategies
  - recognition of non-verbal triggers
  - clarification of boundaries of work role
- Apply oral communication skills required to fulfil job roles as specified by the organisation/service:
  - 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

**Evidence Guide**

**Critical aspects for assessment and evidence required to demonstrate this unit of competency:**
The individual being assessed must provide evidence of specified essential knowledge as well as skills
This unit will be most appropriately assessed in a work context or in simulated work environment and under the normal range of work
Assessment is recommended to be on more than one occasion and must include the range of clients who access the service.

### Range Statement

| Communicate effectively includes: | • Effective use of questioning, speaking, and listening and non-verbal communication techniques  
| | • Identifying and evaluating what is occurring within an interaction in a non-judgemental way  
| | • Making decisions about appropriate words, behaviour, posture  
| | • 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  
| | • Exploring and unpacking problems  
| | • Using active and reflective listening appropriately  
| | • Providing sufficient time to enable stories to be told  
| | • Providing summarising and reflective responses in conflict situations  
| | • Confirming that required information is accessed or message communicated  |
| Non-verbal communication includes: | • Gestures  
| | • Posture  
| | • Facial expression  |
| Interviews may include: | • Discussion of staffing issues  
| | • Routine information collection  
| | • Maintaining confidentiality  
| | • Evidential-based  
| | • Non disclosure  
| | • Disclosure  |
| Established procedures may refer to: | • Commonwealth and State legislation  
| | • International conventions relating to the rights of individuals  
| | • Organisation policy and procedures  
| | • Relevant program standards  
| | • Duty of care and ethical practice  |
| Presentation of information includes: | • Clarity  
| | • Appropriate sequencing  
| | • Delivery within an appropriate time  
| | • Utilising media to enhance presentation, if appropriate  
| | • Addressing audience needs  |
| Opportunities will include: | • Allowing sufficient time to hear individual stories  
| | • Encouraging a full exploration of issues  
| | • Encouraging validation of individual issues  |
| Additional parties may include: | • Trusted friends  
| | • Case workers  
| | • Family members  
| | • Nominated adults  |
CHCCS400C Work within a relevant legal and ethical framework

Unit Descriptor
This unit describes the knowledge and skills required to work within a legal and ethical framework that supports duty of care requirements.

Elements and Performance Criteria

**ELEMENT** | **PERFORMANCE CRITERIA**
--- | ---
1. Demonstrate an understanding of legislation and common law relevant to work role | 1.1 Demonstrate in all work, an understanding of the legal responsibilities and obligations of the work role
1.2 Demonstrate *key statutory and regulatory requirements* relevant to the work role
1.3 Fulfil duty of care responsibilities in the course of practice
1.4 Accept responsibility for own actions
1.5 Maintain confidentiality
1.6 Where possible, seek the agreement of the client prior to providing services
2. Follow identified policies and practices | 2.1 Perform work within *identified policies, protocols and procedures*
2.2 Contribute to the review and development of policies and protocols as appropriate
2.3 Work within position specifications and role responsibilities
2.4 Seek clarification when unsure of scope of practice as defined by position description or specific work role requirements
2.5 Seek clarification of unclear instructions
3. Work ethically | 3.1 Protect the rights of the client when delivering services
3.2 Use effective problem solving techniques when exposed to competing value systems
3.3 Ensure services are available to all *clients* regardless of personal values, beliefs, attitudes and culture
3.4 Recognise potential ethical issues and ethical dilemmas in the workplace and discuss with an *appropriate person*
3.5 Recognise unethical conduct and *report* to an appropriate person
3.6 Work within boundaries applicable to work role
3.7 Demonstrate effective application of guidelines and legal requirements relating to disclosure and confidentiality
3.8 Demonstrate awareness of own personal values and attitudes and take into account to ensure non-judgemental practice
3.9 Recognise, avoid and/or address any conflict of interest
4. Recognise and respond when client rights and interests are not being protected | 4.1 Support the client and/or their advocate/s to identify and express their concerns
4.2 Refer client and/or their advocate/s to advocacy services if appropriate
4.3 Follow identified policy and protocols when managing a complaint
4.4 Recognise witnessed signs consistent with financial, physical, emotional, sexual abuse and neglect of the client and report to an appropriate person as required
4.5 Recognise and respond to cultural/linguistic religious diversity, for example providing interpreters where necessary

Required Skills and Knowledge

*Essential knowledge:*
- Distinction between ethical and legal problems
- Importance of ethics in practice
- Importance of principles and practices to enhance sustainability in the workplace, including
environmental, economic, workforce and social sustainability

- Work health and safety (WHS) requirements
- Outline of common legal issues relevant to the workplace
- Overview of relevant legislation in the sector and jurisdictions
- Principles and practices for upholding the rights of the client
- Principles and practices of confidentiality
- Relevant standards and codes of practice in the sector
- Rights and responsibilities of clients
- Rights and responsibilities of workers
- Specific principles underpinning duty of care and associated legal requirements
- Strategies for addressing common ethical issues
- Strategies for contributing to the review and development of policies and protocols
- Strategies for managing complaints
- Overview of the legal system
- Principles and practices for upholding the rights of the children and young people
- Principles of ethical decision-making
- Reporting mechanisms for suspected abuse of a client
- Strategies for managing abuse of a client
- Types of abuse experienced by client (including systems abuse)
- Types of law

**Essential skills:**

- Demonstrate understanding of and adherence to own work role and responsibilities
- Follow organisation policies, protocols and procedures
- Work within legal and ethical frameworks
- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation
- Apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- Consult with a variety of stakeholders in order to achieve service objectives

**Evidence Guide**

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills

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

It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

**Range Statement**

**Clients may include but is not limited to:**

- Children and families using children's services
- Children and young people
- Individuals living in government funded services and/or institutions to 'clients'
- Individuals living in residential aged care environments
- Individuals living in residential disability environments
- Individuals living in the community
- Job seekers
- People seeking advice and assistance
- Prospective individuals to the service or services

| Contexts of work role may include but is not limited to: | - Work undertaken in:
- client’s own dwelling
- independent living accommodation
- residential aged care facilities
- residential disability facilities
- community centres
- children’s services centres
- carer’s home
- Work in the context of:
- community, government or private agency or organisation
- services delivered as a sole trader
- providing telephone advice and assistance |

| Identified policies, protocols and procedures refer to: | - Guidelines and practices developed to address legal, ethical and regulatory requirements, including:
- formal, documented guidelines of an organisation
- informal practices used by a small organisation or individual owner/operator |

| Key statutory and regulatory requirements may include those related to: | - Aged care standards
- Building standards
- Care and education of young children
- Child protection and guardianship legislation
- Criminal acts
- Disability standards
- Discrimination and harassment
- Equal employment opportunities
- Freedom of information
- Health records legislation
- International and national standards
- Mental health legislation
- Pharmaceutical benefits
- Poisons and therapeutics
- Privacy legislation
- Public health
- Registration and practice of health professionals
- Residential and community services
- Restrictive practices
- WHS |

| Report may be, and include: | - Verbal:
- telephone
- face-to-face |
- Non-verbal (written):
  - progress reports
  - case notes
  - incident reports

**Rights may include:**
- Access to services
- Confidentiality
- Dignity
- Freedom of association
- Informed choice
- Privacy
- Right to express ideas and opinions
- To an agreed standard of care
- To lodge a complaint

**Rights are detailed in:**
- Accreditation standards
- Industry and organisation codes of conduct, practice and ethics
- Industry and organisation service standards
- International and national charters
- Legislation

**Principles of access and equity may include:**
- Creation of a client orientated culture
- Non-discriminatory approach to all individuals using or accessing the service
- Respect for individual differences

**Appropriate person may include:**
- Advocates/family members
- Colleagues
- External agencies (complaints and advocacy services, professional registering authorities, child protection authorities)
- Health professionals
- Law enforcement officers
- Legally appointed guardian
- Member of senior management
CHCNET402B Establish and maintain effective networks

Unit Descriptor
This unit describes the knowledge and skills required to establish and maintain formal and informal groups which directly impact on the effective operation of the organisation.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop cooperative working relationships and strategic alliances with other organisations</td>
<td>1.1 Gather information about relevant services, organisations and key people and store, maintaining currency and accessibility</td>
</tr>
<tr>
<td></td>
<td>1.2 Provide information about own service to other organisations and liaise with staff from relevant organisations on a formal and informal basis to optimise client service delivery</td>
</tr>
<tr>
<td></td>
<td>1.3 Share resources, where possible, with other organisations to overcome duplication in service delivery</td>
</tr>
<tr>
<td>2. Represent the organisation</td>
<td>2.1 Promote a positive image of the organisation at available opportunities</td>
</tr>
<tr>
<td></td>
<td>2.2 Effectively communicate issues, policies and practices of the organisation to a range of audiences in an appropriate format</td>
</tr>
<tr>
<td></td>
<td>2.3 Handle complaints about services in accordance with organisation procedures</td>
</tr>
<tr>
<td>3. Maintain networks</td>
<td>3.1 Maintain networks and other work relationships to provide identifiable benefits for clients and the organisation</td>
</tr>
<tr>
<td></td>
<td>3.2 Apply appropriate time and effort to establishing and maintaining networks to assist achievement of work outcomes</td>
</tr>
<tr>
<td></td>
<td>3.3 Follow protocols for communication between network participants and services including those relating to confidentiality</td>
</tr>
<tr>
<td></td>
<td>3.4 Provide advocacy to develop working relationships between client and other organisations/agencies</td>
</tr>
<tr>
<td></td>
<td>3.5 Identify cultural diversity within networks and ensure communication is appropriate</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

**Essential knowledge:**
- Approaches to networking
- Relevant organisations, services and individuals
- Promotional strategies applicable to the service or organisation
- Funding bodies and lines of contact

**Essential skills:**
- Maintain a network of formal and informal groups relevant to the work situation
- Represent organisation in both formal and informal settings in a positive manner
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines
- Demonstrate application of skills in:
  - promotion
  - negotiation

**Evidence Guide**

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

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace
This may include the use of languages other than English and alternative communications systems. Assessment must include a range of group settings and networks.

**Range Statement**

| Promote a positive image of the organisation include to: | • Internal and external clients  
• Professional networks  
• Managers  
• Funding bodies  
• Political groups  
• Community groups and associations |
<table>
<thead>
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<tbody>
<tr>
<td>Networks include:</td>
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HLTHIR403C Work effectively with culturally diverse clients and co-workers

Unit Descriptor
This unit deals with the cultural awareness required for effective communication and cooperation with persons of diverse cultures

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Reflect cultural awareness in work practice | 1.1 Demonstrate awareness of culture as a factor in all human behaviour by using culturally appropriate work practices  
1.2 Use work practices that create a culturally and psychologically safe environment for all persons  
1.3 Review and modify work practices in consultation with persons from diverse cultural backgrounds |
| 2. Accept cultural diversity as a basis for effective workplace and professional relationships | 2.1 Show respect for cultural diversity in all communication and interactions with co-workers, colleagues and clients  
2.2 Use specific strategies to eliminate bias and discrimination in the workplace  
2.3 Contribute to the development of workplace and professional relationships based on acceptance of cultural diversity |
| 3. Communicate effectively with culturally diverse persons | 3.1 Show respect for cultural diversity in all communication with clients, families, staff and others  
3.2 Use communication constructively to develop and maintain effective relationships, mutual trust and confidence  
3.3 Where language barriers exist, make efforts to communicate in the most effective way possible  
3.4 Seek assistance from interpreters or other persons as required |
| 4. Resolve cross-cultural misunderstandings | 4.1 Identify issues that may cause conflict  
4.2 If difficulties or misunderstandings occur, consider the impact of cultural differences  
4.3 Make an effort to sensitively resolve differences, taking account of cultural considerations  
4.4 Address any difficulties with appropriate people and seek assistance when required |

Required Skills and Knowledge

**Essential knowledge:**
- Availability of resources and assistance within and external to the organisation in relation to cultural diversity issues
- Own cultural conceptions and pre-conceptions and perspective of diverse cultures
- Recognition of cultural diversity in Australian society with many individuals living in many cultures
- Recognition of cultural influences and changing cultural practices in Australia and its impact on diverse communities that make up Australian society
- Recognition of culture as a dynamic social phenomenon
- Recognition of culture as a range of social practices and beliefs evolving over time
- Recognition of impact of cultural practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others
- Recognition of the unique way individuals may experience a culture and respond to past experiences
• Recognition that the word 'normal' is a value-laden, excluding concept that often precludes acknowledgment of the diversity of people, their life experiences and situations
• The principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices
• The role and use of language and cultural interpreters

**Essential skills:**
• Apply culturally respectful practices in the workplace and to demonstrate respect and inclusiveness of culturally diverse people in all work practices
• Form effective workplace relationships with co-workers and colleagues of diverse backgrounds and cultures
• Participate in identifying and implementing culturally safe work practices
• Respond respectfully and sensitively to cultural beliefs and practices that may cause harm
• Sensitively and respectfully communicate with persons of diverse backgrounds and cultures
• Use basic conflict resolution and negotiation skills
• Use effective strategies to address and eliminate discrimination and bias in the workplace

**Evidence Guide**

**Critical aspects for assessment and evidence required to demonstrate this competency unit:**
The individual being assessed must provide evidence of specified essential knowledge as well as skills
This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions
Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency
Holistic assessment of this competency unit is encouraged, to ensure application of these skills in conjunction with specific work functions but the unit may be delivered and assessed independently

**Range Statement**

<table>
<thead>
<tr>
<th>Work practices may relate to:</th>
</tr>
</thead>
</table>
| • Dealing with persons of diverse gender, sexuality and age  
| • Compliance with duty of care policies of the organisation  
| • Collection and provision of information  
| • Communication  
| • Provision of assistance  
| • Contact with families and carers  
| • Physical contact  
| • Care of deceased persons  
| • Handling personal belongings  
| • Provision of food services  
| • Work practices that are culturally appropriate would be non-discriminatory and free of bias, stereotyping, racism and prejudice |

<table>
<thead>
<tr>
<th>Cultural diversity may include:</th>
</tr>
</thead>
</table>
| • Ethnicity  
| • Race  
| • Language  
| • Cultural norms and values  
| • Religion  
| • Beliefs and customs  
| • Kinship and family structure and relationships |
- Personal history and experience, which may have been traumatic
- Gender and gender relationships
- Age
- Disability
- Sexuality
- Special needs

**Communication may be:**
- Verbal
- Appropriate gestures and facial and physical expressions
- Posture
- Written
- Signage
- Through an interpreter or other person

**Strategies to eliminate bias and discrimination may include:**
- Cross cultural work teams
- Cross cultural employee representation on committees
- Workplace free of culturally insensitive literature, posters, signage
- Inclusion in decision-making
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Unit Descriptor
This unit describes the communication and work practice skills and knowledge required to work with Aboriginal and Torres Strait Islander people in the health industry context.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Reflect an awareness of Aboriginal and Torres Strait Islander history and cultures in work practices | 1.1 Acknowledge and respect the impact of *events and issues in Aboriginal and/or Torres Strait Islander history* during service delivery.  
1.2 Demonstrate knowledge of and respect for the diversity of culture, skin and language groups, family structures, art and religion in Indigenous cultures as part of service delivery. |
| 2. Reflect an awareness of own and other cultural realities in work practices | 2.1 Identify the potential impact of cultural factors on service delivery to Aboriginal and/or Torres Strait Islander clients.  
2.2 Address cultural realities in order to facilitate full participation in service delivery by Aboriginal and/or Torres Strait Islander clients and/or co-workers.  
2.3 Negotiate appropriate *strategies to effectively accommodate cultural differences* in the workplace.  
2.4 Identify and utilise resources to facilitate effective service delivery in a cross cultural context.  
2.5 Ensure work practices used in a cross cultural context are grounded in an awareness of one’s own culture and the cultural realities of others. |
| 3. Communicate effectively with Aboriginal and Torres Strait Islander people | 3.1 Identify communication issues and ensure they are addressed to develop and maintain effective relationships with Aboriginal and/or Torres Strait Islander clients and/or co-workers.  
3.2 Employ appropriate *communication strategies* to support a culturally safe environment for delivery of health services.  
3.3 Identify ineffective and/or inappropriate communication strategies and remodel them to support delivery of health services.  
3.4 Identify and utilise resources to facilitate effective communication within the workplace.  
3.5 Engage the services of Aboriginal and Torres Strait Islander *interpreters*, health workers and colleagues as cultural brokers as required to meet duty of care. |
| 4. Reflect cultural safety in workplace and professional relationships | 4.1 Ensure workplace and professional relationships are based on mutual respect, tolerance of diversity and a shared understanding of cultural safety.  
4.2 Identify critical issues influencing workplace and professional relationships with Aboriginal and/or Torres Strait Islander co-workers and clients.  
4.3 Identify and utilise effective strategies to develop and maintain effective relationships with Aboriginal and/or Torres Strait Islander co-workers and clients as appropriate.  
4.4 Take responsibility for revisiting strategies to assist in the resolution of any difficulties, differences or misunderstandings that may occur. |
| 5. Work in partnership with Aboriginal and Torres Strait Islander people and communities | 5.1 Develop and implement strategies to increase participation of Aboriginal and Torres Strait Islander people in health service delivery.  
5.2 Ensure delivery of health care, services and programs reflect culturally safe and appropriate practice.  
5.3 Ensure health care, services and programs encourage self-determination and...
ELEMENT

PERFORMANCE CRITERIA

- Community control to ensure improved health outcomes

5.4 Identify and utilise resources to promote effective partnerships with Aboriginal and/or Torres Strait Islander people, organisations and communities

5.5 Support the development of effective partnerships between staff, Aboriginal and Torres Strait Islander people and their communities to facilitate accessibility, affordability, accountability, acceptability of appropriate healthcare and workplace services

Required Skills and Knowledge

Essential knowledge:
- An understanding of Aboriginal and Torres Strait Islander culture and history, the impact of European settlement, loss of land and culture, the importance of law and kinship
- Appreciation of cultural shock and its impact on health and well being
- Basic understanding and awareness of the differences between cultures, particularly the cultures of Aboriginal and Torres Strait Islander people and others
- Factors which contribute to Aboriginal and Torres Strait Islander ill health and common diseases experienced by these groups of people
- Knowledge of availability of interpreter resources
- Relevant legislation and policies, which may include:
  - codes of practice
  - commonwealth, and/or territory/state legislation
  - community standards and regulations
  - organisation’s policies and practices
- Understanding and awareness of the diversity of Aboriginal and Torres Strait Islander cultures
- Understanding and awareness of the social, political and economic issues affecting Aboriginal and Torres Strait Islander people
- Understanding of own culture, western systems and structures and how this impacts on Aboriginal and Torres Strait Islander cultures
- Understanding of past and present power relations and its impact on the workplace and communities
- Understanding of racism and discrimination, and laws pertaining to these issues

Essential skills:
- Advocate for anti racism
- Demonstrate respect for a person and their culture
- Form effective relationships with a person from another culture
- Form mutual mentoring arrangements with Aboriginal and/or Torres Strait Islander people
- Participate in developing and implementing strategies for sharing power and facilitating participation, self-determination and self-control by Aboriginal and Torres Strait Islander people and communities
- Participate in identifying and implementing culturally safe work practices
- Reflect on actions and events to make and maintain cross cultural relationships
- Reflect on self and make changes to work in a cross cultural context
- Sensitively and respectfully communicate in a cross cultural context
- Use cultural safety approaches

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate

The individual being assessed must provide evidence of specified essential knowledge as well as skills

This unit may be assessed both on and off job
In order to work with local Aboriginal and/or Torres Strait Islander communities, workers must demonstrate an understanding of Aboriginal and/or Torres Strait Islander culture and history, the local community and other communities. Assessment of this unit is recommended to involve a person who is Aboriginal or Torres Strait Islander or who has worked closely with Aboriginal and/or Torres Strait Islander people and communities. Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency. Holistic assessment of this competency unit is encouraged, to ensure application of these skills in conjunction with specific work functions in the health industry but the unit may be delivered and assessed independently.

### Range Statement

| Cultural differences may include: | • Interpersonal approach  
• Thinking/learning styles  
• Expectations  
• Responsibilities  
• Priority setting  
• Experience and working styles  
• Gender and kinship differences |
|---|---|
| Strategies to accommodate cultural differences in the workplace may include: | • Workplace induction program  
• General guidelines and standards for approaching specific tasks and issues  
• Develop understanding of own culture and history  
• Develop awareness of key aspects and impacts of Aboriginal and/or Torres Strait Islander culture and history on current health issues  
• Understanding similarities to identify common ground of cultural groups in the workplace  
• Contextualising given workplace  
• Code of practice at all levels of the organisation |
| Resources to facilitate effective service delivery in a cross cultural context may include: | • People identified with appropriate cultural knowledge  
• Workplace design to accommodate cultural needs  
• Workplace policy  
• Reference groups |
| Events and issues in Aboriginal and/or Torres Strait Islander history may include but are not limited to: | • Pre- and post-colonisation history  
• Legislation  
• Stolen generations  
• Deaths in custody  
• Health  
• Land Rights  
• Maralinga  
• Mabo  
• Religion |
| Communication strategies to ensure safe service | • Common workplace strategies:  
• identify the barriers to effective cross cultural communication and the |
| **deliver may include:** | causes of ineffective cross cultural communication  
- visual/iconic strategies - diagrams, tables, graphs, pictures  
- flow charts, video images  
- use of computer technology and other media  
- Strategies for individuals:  
  - gestures and non-verbal techniques  
  - display of positive regard and respect  
  - non-judgemental approaches  
  - on going personal/interpersonal skill development  
- forming partnerships with all cultural groups to achieve particular work goals  
- monitoring and reflecting on own actions to ensure cultural values are not imposed on others |
<table>
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<tbody>
<tr>
<td><strong>Resources to facilitate effective communication may include:</strong></td>
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</tr>
</tbody>
</table>
- Resources to support visual and iconic strategies  
- Aboriginal and/or Torres Strait Islander Health workers, liaison officers and other colleagues |
| **Interpreters may be:** |  
- Registered  
- Other multilingual people not related to the person |
| **Strategies for developing effective relationships may include:** |  
- Negotiation of roles and responsibilities in the workplace  
- Development, monitoring and review of culturally safe work practices  
- Identification of and consultation with key contact people such as Aboriginal liaison officers  
- Display empathy appropriately  
- Be flexible  
- Develop the capacity to take turns - stand back wait for your turn |
| **Strategies to resolve difficulties may include:** |  
- Negotiation of culturally appropriate guidelines  
- Identification of appropriate mediators  
- Negotiating a workplace code of practice |
| **Strategies to increase participation in health service delivery may include:** |  
- Consultation with community representatives  
- Community participation in decision making processes at all levels |
| **Culturally appropriate practices may include:** |  
- Strategies for providing a service for women's and men's health issues  
- Allowances made for cultural obligations |
| **Resources to promote effective partnerships may include:** |  
- Formation of appropriate reference groups  
- Policy/guidelines - memorandum of understanding  
- Two way flow of information and resources |
| **Work practices may include but are not limited to the following functions or be in the following settings:** |  
- Hospital or other facility/services admission, entry and discharge processes  
- Referral protocols  
- Reception and enquiry services  
- Diagnostic services  
- Inpatient services  
- Non-inpatient and community services  
- Screening services |
<table>
<thead>
<tr>
<th>Factors contributing to Aboriginal and Torres Strait Islander people's ill health include:</th>
<th>Culturally appropriate work practices may recognise:</th>
</tr>
</thead>
</table>
| • History of European/Aboriginal contact  
• Loss of culture, land, identity and Indigenous law  
• Loss of family links  
• Geographical remoteness  
• Lack of relevant and culturally appropriate education  
• Lack of meaningful employment or occupation  
• Lack of relevant health knowledge  
• Food and nutrition  
• Smoking  
• Alcohol and substance abuse  
• Mental stress  
• Poor maternal health  
• Feelings of isolation and vulnerability and being culturally unsafe  
• Violence  
• Environmental health factors (housing, sewerage, water supply, hygiene)  
• Late presentation, diagnosis and treatment | • Food customs  
• Kin relationships  
• Lifestyle preferences  
• Gender  
• Language preferences |
HLTWHS300A Contribute to WHS processes

Unit Descriptor
This unit specifies the workplace performance required by a worker to contribute to work health and safety (WHS) processes where there is responsibility for own work outputs and possibly limited responsibility for the work output of others.

Elements and Performance Criteria

1. Plan and conduct work safely
   1.1 Plan work in accordance with relevant WHS legislation, standards, codes of practice/compliance codes and guidance material
   1.2 Identify hazards as part of work planning and work process
   1.3 Address identified hazards prior to starting work using judgement within defined scope of responsibilities
   1.4 Report residual risk according to organisation procedures
   1.5 Report incidents and injuries in line with organisation policies and procedures
   1.6 Undertake WHS housekeeping in work area
   1.7 Monitor own levels of stress and fatigue to ensure ability to work safely and sustainably

2. Support others in working safely
   2.1 Share information on safe work practices and work procedures with others, including members of the work group where relevant
   2.2 Check the WHS practices of less experienced members of the workgroup or other stakeholders in the work context
   2.3 If appropriate provide guidance and coaching to less experienced members of the workgroup to support them in working safely
   2.4 If appropriate support others accurately record incidents and complete associated workplace documentation according to organisation procedures

3. Contribute to WHS participative processes
   3.1 Raise WHS issues in accordance with organisation procedures within appropriate timeframes
   3.2 Contribute to workplace meetings, workplace inspections or other consultative activities
   3.3 Provide assistance to workgroup members or other stakeholders to contribute to workplace safety

4. Contribute to hazard identification, WHS risk assessment and risk control activities
   4.1 Report identified hazards and inadequacies in risk controls within appropriate timeframes
   4.2 Check the workplace for hazards using itemised checklist(s) in accordance with work procedures
   4.3 Contribute to risk assessments
   4.4 Provide input to development and implementation of control measures, with reference to the hierarchy of risk control

5. Participate in the control of emergency situations
   5.1 Identify emergency signals and alarms and respond to them appropriately
   5.2 Take initial action to control/confine emergency according to organisation procedures, and taking account of the nature and scope of the emergency
   5.3 Implement emergency response procedures within scope of training and competence

Required Skills and Knowledge

Essential knowledge:
- Basic hazard identification procedures such as workplace inspections and review of workplace data
- Hierarchy of risk control and its application
- Nature of common workplace hazards relevant to work role
- Personal protective equipment (PPE) requirements including use, storage and maintenance
- Principles of basic risk assessment
- Relationship between WHS and sustainability in the workplace, including the contribution of maintaining health and safety to environmental, economic, workforce and social sustainability
- Roles and responsibilities of Health and Safety Representatives (HSRs) and Health and Safety committees (HSCs)
- Roles and responsibilities of workers, officers and Persons Conducting a Business or Undertaking (PCBU)
- Safety signs and their meanings, including signs for:
  - dangerous goods class signs
  - emergency equipment
  - personal protective equipment
  - specific hazards such as sharps, radiation
- Sources of WHS information within the workplace and awareness of external sources of WHS information, including Safe Work Australia and relevant state/territory regulators
- Standard emergency signals, alarms and required responses
- The difference between hazard and risk
- The legal rights and responsibilities of the workplace parties
- Workplace specific information including:
  - hazards of the particular work environment
  - hazard identification procedures relevant to the hazards in their workplace
  - designated person(s) for raising WHS issues
  - organisation and work procedures particularly those related to performance of own work, specific hazards and risk control, reporting of hazards, incidents and injuries and WHS issue resolution, consultation, use of PPE and emergency response
  - potential emergency situations, alarms and signals and required response

**Essential skills:**
It is critical that the candidate demonstrate the ability to
- Contribute to WHS processes in the work context by:
  - addressing their own health and safety
  - addressing health and safety of others who may be affected by their actions
  - identifying ways to keep up to date with current WHS issues as they apply to workplace systems, equipment and processes
  - supporting members of the workgroup who may be less experienced in the workplace in regard to WHS matters
  - taking initiative to address hazards and manage risks at a systemic level
  - Check the workplace for hazards and risks using an itemised checklist
  - Provide advice and feedback in a constructive and supportive manner
  - Take into account and use opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

**Evidence Guide**

**Critical aspects of assessment:** The individual being assessed must provide evidence of specified essential knowledge as well as skills

Evidence gathered by an assessor to determine competence will include practical demonstration of competence, including:

- workplace demonstration, simulation exercise, scenario or role play
indirect evidence from workplace supervisor reports, workplace documentation, and
written responses to problems, scenarios and case studies
Evidence of performance over time must be obtained to inform a judgement of
competence

Range Statement

<table>
<thead>
<tr>
<th>Hazard identification is:</th>
<th>The process of identifying sources of harm, and may be required:</th>
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<tbody>
<tr>
<td></td>
<td>• before new forms of work and organisation of work are implemented</td>
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<td></td>
<td>• before changes are made to workplace, equipment, work processes or work</td>
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<td></td>
<td>arrangements</td>
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<td></td>
<td>• as part of planning major tasks or activities, such as equipment shutdowns</td>
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<td></td>
<td>• following an incident report</td>
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<td></td>
<td>• when new knowledge becomes available</td>
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<td></td>
<td>• at regular intervals during normal operations</td>
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<td>• prior to disposal of equipment, or materials</td>
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</table>

| A hazard is: | A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these |

<table>
<thead>
<tr>
<th>Common workplace hazards (from Safe Work Australia Work Health And Safety Risks - Code of Practice) include:</th>
<th>Manual tasks - Overexertion or repetitive movement can cause muscular strain</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gravity - Falling objects, falls, slips and trips of people can cause fractures, bruises, lacerations, dislocations, concussion, permanent injuries or death</td>
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<td></td>
<td>Electricity - Potential ignition source. Exposure to live electrical wires can cause shock, burns or death from electrocution</td>
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<td></td>
<td>Machinery and equipment - Being hit by moving vehicles, or being caught by moving parts of machinery can cause fractures, bruises, lacerations, dislocations, permanent injuries or death</td>
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<td></td>
<td>Hazardous chemicals - Chemicals (such as acids, hydrocarbons, heavy metals) and dusts (such as asbestos and silica) can cause respiratory illnesses, cancers or dermatitis</td>
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<tr>
<td></td>
<td>Extreme temperatures - Heat can cause burns, heat stroke or fatigue. Cold can cause hypothermia or frost bite</td>
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<td>Noise - Exposure to loud noise can cause permanent hearing damage</td>
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<td></td>
<td>Radiation - Ultra violet, welding arc flashes, micro waves and lasers can cause burns, cancer or blindness</td>
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<tr>
<td></td>
<td>Biological - Micro-organisms can cause hepatitis, legionnaires’ disease, Q fever, HIV/AIDS or allergies</td>
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<td></td>
<td>Psychosocial hazards - Effects of work-related stress, bullying, violence and work-related fatigue</td>
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</tbody>
</table>

| Risk: | In relation to any hazard, means the probability and consequences of injury, illness or damage resulting from exposure to a hazard |

| Residual risk is | The risk which remains after controls have been implemented |

<table>
<thead>
<tr>
<th>Examples of risks requiring management in a direct client care work environment may include:</th>
<th>Worker fatigue or burnout requiring appropriate supervision and stress management</th>
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<tbody>
<tr>
<td></td>
<td>Injury or damage resulting from violent or aggressive behaviour, requiring strategies to defuse or avoid behaviours of concern</td>
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<td></td>
<td>Risks relating to working in client’s homes, requiring appropriate worker education and associated strategies</td>
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<tr>
<td></td>
<td>Fire in client’s homes requiring workers to provide basic information on home</td>
</tr>
</tbody>
</table>
### Organisation procedures include:

- Policies and procedures underpinning the management of WHS, including:
  - Hazard, incident and injury reporting
  - Hazard identification, risk assessment and control
  - Human resources policies and procedures such as harassment and grievance procedures, induction programs, team meetings, alcohol and drug policies
  - Consultation and participation
  - Quality system documentation

### WHS housekeeping includes:

- Workplace and personal routines designed to improve health and safety; for example, cleaning up spills, keeping walkways, exits and traffic areas clear

### Information includes:

- Hazard, incident and investigation reports
- Workplace inspection reports
- Incident investigation reports
- Minutes of meetings
- Job Safety Analyses (JSAs) and risk assessments
- Safety Data Sheet (SDS) and registers
- Employees handbooks
- Manufacturers’ manuals and specifications
- Information from Health and Safety Representatives
- Reports from Health and Safety committee
- Information from external sources on hazards and risk relevant to the work group

### Work procedures include:

- Standard operating procedures
- Batch specifications
- Operator or manufacturer manuals
- Procedures for selecting, fitting, using and maintaining personal protective equipment

### Mentoring and coaching may include:

- Providing guidance and explanation on implementation of work and organisation procedures
- Providing feedback
- Providing encouragement
- Assisting with problem solving

### Incidents include:

- Any event that has caused or has the potential for injury, ill-health or damage

### Other workplace documentation may include:

- Job checklists, schedules
- Workplace inspection checklists

### Risk controls include:

- The devices and methods to, where practicable, eliminate the hazard or, where this is not practicable, minimise the risk associated with the hazard

### Designated persons may include:

- Team leaders/supervisors
- Officers
- HSRs
- HSC members
- PCBU
- Organisation WHS personnel
- Other persons designated by the organisation

### Hierarchy of risk

- The ranking of ways control risks ranked from the highest level of protection
| **Control** (from Safe Work Australia Work Health And Safety - Risks Code of Practice) includes: | and reliability to the lowest, including:  
- Level 1 controls  
- Eliminate hazards  
- Level 2 controls  
- Substitute the hazard with something safer  
- Isolate the hazard from people  
- Use engineering controls  
- Level 3 controls  
- Use administrative controls  
- Use personal protective equipment (PPE) |
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<tbody>
<tr>
<td><strong>Emergency signals and alarms may include:</strong></td>
<td></td>
</tr>
</tbody>
</table>
- Machinery malfunction alarms  
- Fire alarms  
- Evacuation alarms or announcements  
- Reversing beepers on mobile plant |
| **Emergency may include any abnormal or sudden event that requires immediate action such as:** |  
- Serious injury events  
- Events requiring evacuation  
- Fires and explosions  
- Hazardous substance and chemical spills  
- Explosion and bomb alerts  
- Security emergencies, such as armed robberies, intruders and disturbed persons  
- Internal emergencies, such as loss of power or water supply and structural collapse  
- External emergencies and natural disasters, such as flood, storm and traffic accident impacting on the organisation |
CHCAC318B Work effectively with older people

Unit Descriptor
This unit describes the skills and knowledge required by the worker to perform work that reflects understanding of the structure and profile of the residential aged care sector, the home and community sector and key issues facing older people in the community.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Apply understanding of the structure and profile of the residential aged care sector | 1.1 Conduct work that reflects an understanding of the key issues facing older people and their carer/s  
1.2 Conduct work that reflects an understanding of the current philosophies of service delivery in the sector  
1.3 Recognise the impact of ageing demographics on funding and service delivery models  
1.4 Conduct work that reflects an understanding of current legislation                                                                                                                                                                                                                                                                                                                                 |
| 2. Apply understanding of the home and community care sector | 2.1 Demonstrate broad knowledge of policy and programs such as HACC, DVA and Government community care directions  
2.2 Comply with duty of care implementation in home and community settings and worker roles  
2.3 Demonstrate broad knowledge of 'ageing in place'                                                                                                                                                                                                                                                                                                                                 |
| 3. Demonstrate commitment to the philosophy of 'positive ageing' | 3.1 Take into account personal values and attitudes when planning and implementing work activities  
3.2 Recognise and manage ageist attitudes through the support of the appropriate person  
3.3 Recognise the impact of changing expectations of clients, their family and the wider community in relation to service delivery  
3.4 Conduct work that reflects an understanding of the individuality of ageing  
3.5 Conduct work that minimises the effects of stereotypical attitudes and myths on the older person                                                                                                                                                                                                                                                                                                                                 |
| 4. Apply understanding of the physical and psychosocial aspects of ageing | 4.1 Outline strategies that the older person may adopt to promote healthy lifestyle practices  
4.2 Take into account physical changes associated with ageing when delivering services  
4.3 Recognise and accommodate the older person's interests and life activities when delivering services  
4.4 Assist the older person to recognise the impact physical changes associated with ageing may have on their activities of living                                                                                                                                                                                                                           |
| 5. Apply understanding of changes associated with ageing | 5.1 Take into account physical changes associated with ageing when delivering services  
5.2 Apply knowledge of common problems associated with ageing when delivering services  
5.3 Assist the older person to recognise the impact that changes associated with ageing may have on their activities of living  
5.4 Communicate situations of risk or potential risk associated with ageing to the older person                                                                                                                                                                                                                                                                                                                                 |
| 6. Support the rights and interests of the older | 6.1 Encourage and support the older person and/or their advocate/s to be aware of their rights and responsibilities                                                                                                                                                                                                                                                                                                                                                                                                 |

Developed by The Burner Research Group

Qualifications and Units Appendix 7
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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<tbody>
<tr>
<td>person</td>
<td>6.2 Conduct work that demonstrates a commitment to <em>access and equity principles</em></td>
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<tr>
<td></td>
<td>6.3 Adopt strategies to empower the older person and/or their advocate/s in regard to their service requirements</td>
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<td>6.4 Provide information to the older person and/or their advocate/s to facilitate choice in their decision-making</td>
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<td></td>
<td>6.5 Recognise and <em>report</em> to an <em>appropriate person</em> when an older person’s rights are not being upheld</td>
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<td>6.6 Provide services regardless of diversity of race or cultural, spiritual, or sexual preferences</td>
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<td>6.7 Provide information to the older person and/or their advocate/s regarding mechanisms for lodging complaints</td>
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<td>6.8 Identify indicators of elder abuse and respond appropriately in line with organisation guidelines</td>
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<td>7. Support the older person who is experiencing loss and grief</td>
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<tr>
<td></td>
<td>7.1 Recognise signs that older person is experiencing grief and <em>report</em> to <em>appropriate person</em></td>
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<td></td>
<td>7.2 Use appropriate communication strategies when older person is expressing their fears and other emotions associated with loss and grief</td>
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<td>7.3 Provide older person and/or their support network with information regarding relevant support services as required</td>
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<td>8. Deliver services within a quality framework</td>
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<td></td>
<td>8.1 Identify key aspects of the quality framework and how they link together</td>
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<td></td>
<td>8.2 Demonstrate understanding of regulatory/ accreditation quality standards in relation to delivery of services</td>
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<td>8.3 Ensure work practices reflect the organisation’s policies and procedures</td>
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<td>8.4 Complete documentation that feeds into the quality system</td>
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<td></td>
<td>8.5 Participate in quality improvement activities</td>
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</tbody>
</table>

**Required Skills and Knowledge**

*Essential knowledge:*

- Ageing demographics
- Basic knowledge and application of quality principles and accreditation standards in aged care and home and community care
- Competency and image enhancement as a means of addressing devaluation
- Contemporary issues facing older people in the community
- Current service delivery models
- Factors influencing service delivery models in the sector
- Foundation knowledge of common physiological, chronic and age-related conditions such as:
  - arthritis and other musculoskeletal problems
  - depression
  - diabetes
  - frailty and deconditioning
  - heart and lung disease
  - incontinence
  - neurological disorders
  - skin disorders including skin cancers
  - stroke
  - vascular disease
Impact of 'normal' ageing on the older person

Knowledge of quality monitoring activities such as audits, collection of data, visits by external bodies

Legislation, regulations and policies relevant to work in the aged care sector, including:
- settings such as residential and home and community care
- issues such as elder abuse, drug administration and access and equity
- Impact of personal values and attitudes on service delivery
- Overview of applicable accreditation or quality standards required by an external regulatory, accreditation or funding body
- Overview of the manifestations and presentation of common problems associated with ageing
- Own work role and responsibilities
- Philosophy of various service delivery models
- Physical and psychosocial aspects of ageing in supporting older people to maintain their quality of life
- Principles and practices of confidentiality and privacy
- Principles of access, equity and client rights when working in the aged care sector
- Principles of empowerment and disempowerment
- Relevant policies, protocols of the organisation re unit content and work role
- Rights and responsibilities of older people and those working in the aged care sector
- Relevant care needs and strategies related to common problems associated with ageing
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Role of carers
- Stages of loss and grief and impact of ageing on person's experiences of loss and grief
- Strategies for managing complaints
- Strategies for supporting an older person and/or their advocate/s to exercise their rights
- Structure and profile of the aged care sector
- The impact of social devaluation on an individual's quality of life
- The social model of disability
- Understanding attitude, stereotypes and false beliefs associated with ageing
- Understanding of basic quality management principles such as: people, paper and processes, 'Plan Do Check Act cycle'
- Understanding of the ageing process and related physiological/psychological changes

**Essential skills:**

- Adhere to own work role and responsibilities
- Adopt a non-ageist and accepting attitude when working with older people
- Apply the principles of access, equity and client rights when working in the aged care sector
- Follow organisation policies and protocols
- Identify and respond to opportunities for improvement within the organisation's quality system
- Liaise and report to appropriate person/s
- Make informed observations and report appropriately in line with work role
- Recognise signs of deteriorating health and function and refer to supervisor and appropriate health professional
- Record information and complete documentation accurately and in a timely manner
- Apply basic problem solving skills to resolve problems within organisation protocols
- Apply knowledge of physical and psychosocial aspects of ageing in supporting older people
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation

Industry work roles will require workers to be able to perform basic mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and
double-digit numbers

- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation. This requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues. Industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement.

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service. This requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues. Industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client’s service delivery plans, make notations in client records and complete workplace forms and records.

- Recognise and act upon opportunities to enhance sustainability in the workplace.

- Work effectively with clients, colleagues, supervisors and other services/agencies.

**Evidence Guide**

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

- The individual being assessed must provide evidence of specified essential knowledge as well as skills.

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

- It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings.

- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible.

**Range Statement**

**Older people may include:**

- Individuals living in residential aged care environments
- Individuals living in the community
- Prospective individuals to the service or services

**Contexts may include:**

- Older person’s own dwelling
- Independent living accommodation
- Residential aged care facilities
- Community centres
- Community/government agencies

**Issues facing older people may include:**

- Changes that ageing may bring to:
  - physical processes
  - cognitive function (including dementia)
  - social interaction
  - role and family relationships
  - living arrangements
  - level of independence (financial, community access, self care)
  - Loss and grief
  - Family carer issues
  - Societal attitudes and expectations

**Current philosophies of service delivery**

- Changing societal expectations (consumerism)
- Changing political context (policies and initiatives)
| **may include:** | ▪ Changing economic context  
  ▪ Impact of ageing demographics |
|-----------------|-----------------------------------------------|
| **Rights may include:** | ▪ Privacy 
  ▪ Confidentiality 
  ▪ Dignity 
  ▪ Freedom of association 
  ▪ Informed choice 
  ▪ To lodge a complaint 
  ▪ Right to express ideas and opinions 
  ▪ To an agreed standard of care |
| **Rights are detailed in:** | ▪ Legislation 
  ▪ Residential Care Manual 
  ▪ Aged Care Act 
  ▪ Industry and organisation service standards 
  ▪ Industry and organisation codes of practice and ethics 
  ▪ Accreditation standards 
  ▪ International and national charters 
  ▪ Organisation policy and procedure |
| **Access and equity principles may include:** | ▪ Creation of a client orientated culture 
  ▪ Non-discriminatory approach to all individuals using or accessing the service 
  ▪ Respect for individual differences |
| **Appropriate person/s may include:** | ▪ Supervisor 
  ▪ Member of senior management 
  ▪ Colleagues 
  ▪ Carers 
  ▪ Health professionals 
  ▪ External agencies (complaints and advocacy services and professional registering authorities) 
  ▪ Law enforcement officer |
| **Report may be:** | ▪ Verbal: 
  ▪ telephone 
  ▪ face-to-face 
  ▪ Non-verbal (written): 
  ▪ progress reports 
  ▪ case notes 
  ▪ incident reports |
CHCAD504B Provide advocacy and representation services

Unit Descriptor
This unit describes the knowledge and skills required by the worker to represent the interests of service users, the community and/or the community services and health industries

Elements and Performance Criteria

**ELEMENT** | **PERFORMANCE CRITERIA**
--- | ---
1. Establish the representative role and process | 1.1 Identify role, processes and conditions of representation in consultation with individuals and key groups
 | 1.2 Seek the support of key people
 | 1.3 Determine and implement requirements for reporting and accountability
2. Participate in decision-making forums | 2.1 Identify relevant interests and concerns to be pursued in accordance with organisation positions and priorities
 | 2.2 Undertake work to provide a framework for pursuing promotion of relevant interests
 | 2.3 Create and respond routinely within work role to opportunities to reflect, promote and represent relevant interests
 | 2.4 Calculate and assess the potential impact of developments and decisions in terms of objectives and priorities
 | 2.5 Provide progress and other reports and feedback to key people according to organisation requirements
3. Negotiate outcomes and liaise with key people | 3.1 Identify and develop appropriate strategic alliances
 | 3.2 Promote and support collaborative planning and action
 | 3.3 Identify potential areas of conflict and implement strategies to address them
 | 3.4 Clearly determine and promote purpose and objectives
 | 3.5 Undertake appropriate work with organising committees and board of management to maximise effectiveness
4. Evaluate effectiveness of strategies | 4.1 Analyse actual work outcomes and report against agreed objectives
 | 4.2 Implement adjustments to strategy according to the evaluation

Required Skills and Knowledge

**Essential knowledge:**
- Community consultation and decision-making processes
- Complex cultural awareness
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including:
  - Aboriginal and Torres Strait Islander people
  - ageing
  - alcohol and other drugs (AOD)
  - chronic illness
  - community education
  - cultural and linguistic diversity
  - disability
  - men
  - mental health
  - people under 18 years of age
  - risk of self-harm
• women
• Government legislation, regulations, policies and standards
• Industry and government processes
• Industry culture
• Legal processes regarding Power of Attorney and Guardianship
• Models of management/leadership
• Models of negotiation
• Nature and structure of the community services and health industries
• Power structures and relationships in the community
• Processes and structures relevant to organisation goals and objectives or work role
• Processes and systems to support advocacy, including electronic campaigning
• Research methods
• Understanding that representation and advocacy are not decision-making on behalf of a client or on behalf of a service provider
• Understanding the legal status of parents and guardians of people under the age of 18
• Understanding the processes of both individual advocacy and group advocacy
• Working within an ethical framework

**Essential skills:**
• Advocate for client-oriented solutions to identified needs at the service delivery level and at policy level
• Demonstrate effective representation of individual and group concerns and interests within the organisation, the community and the community services industry
• Develop client decision-making abilities and independence and foster personal growth
• Educate and assist clients to access appropriate services, supports and resources
• Establish working relationship with clients, providers and funders
• Participate in a range of influencing, decision forming and/or decision-making forums, including electronic options
• Promote development/extension of services where service gaps are identified
• Support clients to be involved in advocacy and decision forming/making forums, including electronic options
• Demonstrate skills in:
  • complex communication
  • consultation
  • information gathering and situation analysis
  • leadership/management
  • negotiation
  • presentation
  • strategic planning and outcomes measurement

**Evidence Guide**

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills
This unit can be assessed in the workplace, in the community or in a relevant simulation
Consistency in performance should consider the range of situations under which workers will provide advocacy and representation

**Range Statement**
| **Representative role may include:** | • Action taken to influence decision-making processes  
• Advancing the interests of the community through decision making forums  
• Developing and promoting the interests of the community services industry in a wide range of public forums where industry may include:  
  • consumers  
  • industrial representatives  
  • organisations  
  • programs  
  • researchers  
  • services  
  • training/education |
|---|---|
| **Conditions of representation may include:** | • Authorisation, accountability and protocol  
• Consultation and delegations  
• Development of an industry position  
• Existing community structures, systems, networks and processes  
• Requirements of industry mechanisms, including:  
  • advisory/steering/reference committees  
  • conferences/seminars  
  • electronic advocacy  
  • electronic campaigning  
  • education  
  • formal and informal networks  
  • formal representative positions  
  • peak industry and professional organisations  
  • publications  
  • submissions  
  • training  
  • Resources  
  • Role of key people  
  • Scope, scale and parameters  
  • Terms of reference |
| **Support may be sought for:** | • Development of consultation and accountability structures  
• Development of industry positions |
| **Key people may include:** | • Community leaders  
• Experts  
• Media  
• Policy/decision-makers  
• Resource managers  
• Researchers  
• Service user peak bodies/ groups  
• Teachers  
• Trainers |
| **Developments may include:** | • Social/political/economic/industrial changes  
• Within and outside the organisation structures |
| Opportunities may include: | Events  
|                          | Publicity  
|                          | Committee membership  
|                          | Public presentations  
|                          | Media  
|                          | Policy development  
|                          | Special meetings/delegations |
|                          | Government policy  
|                          | Ideology  
|                          | Education  
|                          | Research findings  
|                          | Community change |
### CHCCS411C Work effectively in the community sector

#### Unit Descriptor
This unit of competency describes the skills and knowledge required to work effectively in a community work or service delivery setting with communities, clients, carers, staff, visitors, suppliers and others to meet established work requirements.

#### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Work ethically | 1.1 Follow ethical guidelines in decision-making in all work undertaken with an awareness of potential ethical complexity in own work role  
1.2 Reflect understanding and compliance with the principles of duty of care and legal responsibilities in all work undertaken  
1.3 Refer any breach or non adherence to standard procedures or adverse event to appropriate personnel  
1.4 Maintain confidentiality of any client matter in line with organisation policy and procedure, regulatory requirements and/or code of practice  
1.5 Show respect for rights and responsibilities of others through considered application of work practices  
1.6 Reflect current working knowledge and understanding of employee and employer rights and responsibilities in all work undertaken  
1.7 Recognise, avoid and/or address any conflict of interest |
| 2. Communicate effectively in a community work or service delivery setting | 2.1 Develop, review and revise personal skills in communication as an ongoing priority to address work role requirements  
2.2 Exercise caution in communicating personal information by oral and written means to ensure confidentiality of client and staff matters  
2.3 Routinely apply workplace protocols and procedures in all workplace communication to support accuracy and understanding of information provided and received  
2.4 Recognise individual and cultural differences and make any adjustments in communication needed to facilitate the achievement of identified outcomes  
2.5 Conduct interpersonal communication with clients and colleagues in a manner that enhances a person-centred or community-centred approach consistent with work role requirements  
2.6 Take appropriate measures to resolve conflict and interpersonal differences in the workplace |
| 3. Work effectively within the community services system | 3.1 Develop knowledge of different sectors involving community work and/or service delivery and how inter-relationships between these sectors affect own work  
3.2 Work with awareness of the roles of various organisations involved in community work and/or service delivery  
3.3 Demonstrate respect for workers from different sectors, levels and agencies within the industry  
3.4 Gain and maintain awareness of current issues influencing community work and/or service delivery, including issues for Aboriginal and Torres Strait Islander peoples |
<p>| 4. Demonstrate commitment to | 4.1 Demonstrate consideration and understanding of the underpinning values and philosophy of the sector and the work area |</p>
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>relevant values and philosophy underpinning work in the sector</td>
<td>4.2 Demonstrate a commitment to <em>access and equity principles</em> in work in the sector</td>
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<tr>
<td></td>
<td>4.3 Identify personal values and attitudes and take into account when implementing work activities</td>
</tr>
<tr>
<td>5. Maintain work standards</td>
<td>5.1 Identify relevant organisation policies and procedures relating to awards, standards and legislative <em>requirements of own work role</em> and clarify any uncertainties with appropriate personnel</td>
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<td></td>
<td>5.2 Contribute to <em>identifying and implementing improved work practices</em></td>
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<td>5.3 Comply with relevant accreditation and standards applying to work undertaken</td>
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<td>5.4 Demonstrate understanding and focus on achieving organisation goals and objectives in all work undertaken</td>
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<td></td>
<td>5.5 Respond positively to changes to improve work practices and procedures in accordance with organisation requirements</td>
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<td></td>
<td>5.6 Identify <em>issues requiring mandatory notification</em> and report to supervisor and/or an appropriate authority</td>
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<td></td>
<td>5.7 Reflect and identify own scope of practice within each work context</td>
</tr>
<tr>
<td>6. Take responsibility for personal skill development</td>
<td>6.1 Seek advice from appropriate persons on areas for skill and knowledge development</td>
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<td></td>
<td>6.2 Identify options for accessing relevant skill development opportunities and initiate action in consultation with manager</td>
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<td></td>
<td>6.3 Undertake <em>designated skill and knowledge development</em> and maintenance activities of the organisation</td>
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<td>6.4 Identify and prioritise personal work goals in accordance with organisation requirements</td>
</tr>
<tr>
<td>7. Reflect on own practice</td>
<td>7.1 Undertake self-evaluation in conjunction with supervisors and/or peers</td>
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<td></td>
<td>7.2 Provide and receive open and evaluative feedback to and from co-workers</td>
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<td></td>
<td>7.3 Actively seek constructive feedback relevant to work role and accept it non-defensively</td>
</tr>
</tbody>
</table>

**Required Skills and Knowledge**
Essential knowledge:

- Awareness of own biases, beliefs and emotional issues
- Basic knowledge of contemporary employment terms and conditions in the workplace
- Broad knowledge of legal and ethical framework in community work and/or service delivery, including:
  - work health and safety (WHS)
  - access, equity and anti-discrimination
  - privacy
  - responsibilities in relation to child protection and other mandatory reporting requirements where relevant
- Broad understanding of relevant organisation procedures, policies, awards, standards and legislation and how to access them
- Contemporary approaches to work in the industry, associated rationales and supporting behaviours
- Current issues facing people and the sector
- Knowledge and understanding of professional boundaries and need to refer appropriately
- Meaning of duty of care, confidentiality of information and ethical decision-making in relation to specific work role duties and responsibilities, as well as understanding of what constitutes a breach of these and potential ramifications of such a breach
- Organisation procedures relating to:
  - safety issues and prevention in community services work, including basic home fire safety
  - emergency response
  - security
  - Own responsibilities within the workplace
- Purpose of accreditation process and quality improvement practice and their application in specific work area
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Role, function and objectives of the organisation, and relevance to specific work role
- Understanding of difference and diversity in relation to individual needs, discrimination and social vulnerability
- Values, principles and ethics underpinning work in the sector including:
  - holistic and person-centred support and services
  - community work
  - people's needs and rights including duty of care
  - principles of access and equity and human rights
  - principles of client safety

Essential skills:

These include the ability to:

- Accurately follow organisation procedures relevant to own role
- Address safety issues relevant to own work role
- Apply decision-making and problem solving skills as required to constructively achieve identified outcomes in line with work role
- Communicate effectively about the importance of issues relating to environmental responsibility and sustainable practice and opportunities to address them
- Demonstrate interpersonal communication with people
- Demonstrate functional literacy skills needed for written and oral information about workplace
requirements

- Demonstrate communication skills as required by specific work role, including:
  - interpreting and following verbal and/or written instructions
  - seeking clarification of tasks
  - providing information
  - reporting incidents in line with organisation requirements
- Participate in appropriate professional development activities on an ongoing basis, including:
  - maintaining own skills and knowledge and ongoing development
  - being open to learning new ideas and techniques in a range of settings
  - sharing workplace information with others
  - Use initiative in responding to challenging situations and individuals
- Work as part of a team or as a sole worker
- Work in a non-judgemental manner

Evidence Guide

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills

This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions

Consistency in performance should consider the work environment, worker's role and responsibilities in the workplace

**Range Statement**

<table>
<thead>
<tr>
<th>Requirements of own work role may include:</th>
<th>Accreditation standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Individual awards and benchmarks</td>
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<tr>
<td></td>
<td>Legislation relevant to work area</td>
</tr>
<tr>
<td></td>
<td>Level of responsibility</td>
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<td></td>
<td>Organisation guidelines</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Organisation policy on confidentiality may relate to:</th>
<th>Access to records</th>
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<tbody>
<tr>
<td></td>
<td>Destruction of records</td>
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<td></td>
<td>Release of information</td>
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<tr>
<td></td>
<td>Storage of records</td>
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<tr>
<td></td>
<td>Verbal and written communication</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Organisation policies, protocols and procedures refer to:</th>
<th>Guidelines and practices to be applied in the work role, such as:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Formal, documented guidelines of an organisation</td>
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<td></td>
<td>Informal practices used by an organisation or individual owner/operator</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Organisation procedures, policies, awards, standards and legislation may relate to:</th>
<th>Accreditation and service provision standards of other relevant industry organisations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current Australian standards</td>
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<tr>
<td></td>
<td>Employment and vocational training standards</td>
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<td></td>
<td>Federal and state legislation</td>
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<tr>
<td></td>
<td>Quality management policy and practice</td>
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<td></td>
<td>Sector specific legislation and standards, for example:</td>
</tr>
<tr>
<td></td>
<td>home and community care standards</td>
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<tr>
<td></td>
<td>aged care accreditation standards</td>
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<tr>
<td></td>
<td>disability service standards</td>
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<tr>
<td></td>
<td>housing regulation and standards</td>
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<td></td>
<td>Service delivery standards</td>
</tr>
</tbody>
</table>
### Client may include
- Communities or groups
- Family, carers, significant others, legal guardians
- Individual person

### Stakeholders and representatives may include:
- Clients
- Community organisations
- Families and care givers
- Friends, peers and target group
- Government representatives and service providers
- Local community
- Management, colleagues, supervisor, team members
- Peak bodies and networks in the sector
- Services
- Specialists/experts

### Different sectors within community services may include but are not limited to:
- Aged care
- Alcohol and other drugs
- Child protection
- Children's services
- Community development
- Community work
- Disability services
- Employment services
- Family and domestic violence
- Home and community care
- Housing
- Mental Health
- Youth work and juvenile justice

### Different models of work in the sector may include:
- Advocacy
- Case management
- Community development
- Community education
- Developmental
- Inter-agency approach
- Participatory
- Person-centred
- Service delivery
- Working with families

### Values and philosophy underpinning work in the sector may include:
- A holistic and person-centred approach, embracing:
  - promotion of well being of staff, clients and communities
  - early identification of problems
  - delivery of appropriate services
  - commitment to meeting the needs and upholding the rights of people
  - commitment to empowering the person and/or the community
  - ethical behaviour
  - preventative strategies
  - exercise of responsibilities and accountabilities within the context of duty of care for clients
| **A commitment to access and equity principles must be demonstrated by:** | ▪ A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers |
| **A person-centred approach includes:** | ▪ Putting people and carers at the centre of service delivery  
▪ When the person is a child or young person, service delivery strategies may need to be modified to ensure child safety and provide a child friendly, supportive environment  
▪ Including people in decision-making relating to their care  
▪ Involving people in discussions about service delivery options and issues  
▪ Obtaining the person’s consent to examine, treat or work with them  
▪ Effective customer service  
▪ Listening to and addressing complaints within scope of own work role |
| **Employee rights and responsibilities may relate to:** | ▪ Adherence to WHS  
▪ Attendance requirements  
▪ Confidentiality and privacy of organisation, client and colleague information  
▪ Duty of care responsibilities  
▪ Leave entitlements  
▪ Obeying lawful orders  
▪ Organisation policies and procedures  
▪ Protection from discrimination and sexual harassment in the workplace  
▪ The right to union representation |
| **Issues requiring mandatory notification may include:** | ▪ Issues defined by jurisdictional legislation and/or regulatory requirements  
▪ Issues specifically identified by under organisation policies  
▪ Protection of children and others identified to be at risk |
| **Identifying and implementing improved work practices may include:** | ▪ Application of safety practices, including for work in a range of contexts, such the person’s home  
▪ Assessing/observing/measuring environmental factors  
▪ Checking equipment  
▪ Developing and implementing child safe, child friendly resources, environment and work tools to support staff and volunteers working with people under 18 years of age  
▪ Monitoring tasks  
▪ Reporting and implementing suggested improvements  
▪ Responding to surveys and questionnaires  
▪ Seeking and addressing customer feedback |
| **Basic home fire safety includes knowledge of:** | ▪ Behaviour that may contribute to fire injury and/or fatality  
▪ High fire risk groups  
▪ Optimum placement of smoke alarms  
▪ Referring client for smoke alarm installation and maintenance  
▪ Role of a working smoke alarm  
▪ Smoke alarm testing and cleaning  
▪ Types of smoke alarms |
<p>| <strong>Employer rights and</strong> | ▪ Enterprise workplace agreements |</p>
<table>
<thead>
<tr>
<th><strong>Responsibilities may relate to:</strong></th>
<th><strong>Designated skill and knowledge development may, for example, relate to:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Legislative requirements for employee dismissal i.e. Workplace Relations Act</td>
<td>- Cardiopulmonary resuscitation emergency response and notification protocols</td>
</tr>
<tr>
<td>- Legislative requirements to provide a safe work environment free from discrimination and sexual harassment (see State and Commonwealth anti-discrimination legislation)</td>
<td>- Child protection</td>
</tr>
<tr>
<td>- Relevant State and Territory employment legislation i.e. wage rates, employment conditions</td>
<td>- Communication, conflict resolution</td>
</tr>
<tr>
<td>- Relevant State and Territory employment legislation i.e. wage rates, employment conditions</td>
<td>- Cultural awareness</td>
</tr>
<tr>
<td></td>
<td>- Customer service, including the provision of a child friendly environment that values, respects and welcomes children and young people</td>
</tr>
<tr>
<td></td>
<td>- Discrimination, harassment and bullying in the workplace</td>
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<td></td>
<td>- Fire emergency response procedures for notification and containment of fire, use of fire fighting equipment and fire safety procedures</td>
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<tr>
<td></td>
<td>- First aid</td>
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<tr>
<td></td>
<td>- Formal and informal resolution of grievances</td>
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<td>- Hazard control</td>
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<td>- Manual handling</td>
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<td>- Quality improvement policy and practice</td>
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<td>- Security procedures</td>
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<td></td>
<td>- Waste management</td>
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<td>- WHS</td>
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</table>
CHCCS503B Develop, implement and review services and programs to meet client needs

**Unit Descriptor**
This unit describes the knowledge and skills required to identify, develop, implement, monitor and review programs to meet the needs of clients

### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| **1. Identify programs and service requirements to meet client needs** | 1.1 Use client information to target service provision for clients and to enable quality service to be provided  
1.2 Investigate the needs of clients according to organisation procedures  
1.3 Establish and apply procedures to monitor, assess and report client satisfaction with service delivery  
1.4 Interact and consult with clients as required to monitor changing needs so they can be addressed  
1.5 Seek advice or services from other workers or agencies or primary health practitioners as required |
| **2. Develop and implement programs for meeting client needs** | 2.1 Undertake appropriate planning to ensure client needs are met  
2.2 Put in place mechanisms to ensure client service information is recorded, maintained and applied to future client dealings so service developments are well informed and appropriate  
2.3 Develop programs as required  
2.4 Review client services in consultation with clients and other relevant people including primary health practitioners  
2.5 Monitor client service delivery to ensure it upholds the organisation’s reputation, addresses individual client differences and meets duty of care responsibility  
2.6 Identify and address problems in addressing client needs in accordance with organisation procedures  
2.7 Maintain all relevant documentation relating to clients and service delivery and communicate in accordance with organisation procedures  
2.8 Maintain high standards of client service delivery in line with procedural and legislative requirements  
2.9 Seek provision of services from other workers, agencies or primary health practitioners as required  
2.10 Facilitate strategies and opportunities to meet the needs of people and develop according to organisation policies and procedures  
2.11 Facilitate individual differences, rights, needs and preferences within programs  
2.12 Incorporate special needs in the development of programs and services  
2.13 Communicate the needs of clients to carers and other workers as required  
2.14 Make available appropriate program resources |
| **3. Monitor and review programs** | 3.1 Ensure changes to client service are within policy and budgetary frameworks  
3.2 Ensure the provision of training as required for implementation to meet changing client needs and community expectations  
3.3 Modify specified aspects of the service or service delivery as needed to meet changing client and service requirements  
3.4 Ensure changes to client service are within procedural and legislative requirements and maintain high standards of delivery  
3.5 Undertake appropriate planning to ensure client needs are met |
ELEMENT PERFORMANCE CRITERIA

3.6 Develop required programs
3.7 Make referrals to external services as appropriate

Required Skills and Knowledge

Essential knowledge:

- Design and development of client services and principles of effective service delivery
- Specific client services provided by the organisation and associated policies and procedures
- Strategic planning and organisation development
- Evaluation principles and practices
- Local, Commonwealth or State services and associated Commonwealth or State regulations, acts or guidelines re service provision
- Community resources
- Cultural differences and practices
- Common health problems encountered in clients
- Depending on the work role or services provided, specific knowledge of particular groups or issues may be required, such as:
  - alcohol and other drugs (AOD)
  - cultural and linguistic diversity
  - risk of self-harm
  - gender issues and specific needs of women and/or men
  - community education
  - Aboriginal and Torres Strait Islander people
  - mental health
  - homelessness
- Where clients are aged the following specific knowledge is required:
  - maximising independence
  - health promotion
  - emotional, psychological and spiritual needs
  - cultural, religious and ceremonial needs
  - maintenance of an adequate diet
  - dementia
  - personal hygiene
  - dressing and grooming
  - mobility and exercise
- Where clients may have disabilities the following specific knowledge is required:
  - relevant legislation relating to disability issues
  - relevant specific culture and language used by people with disabilities
  - knowledge specific to working with families and family systems
  - understanding different client requirements according to different disabilities
  - networks in the disability sector
  - Where clients may have disabilities the following specific knowledge is required (contd):
  - consumer needs and rights including duty of care
  - principles of empowerment/disempowerment in relation to people with disabilities
  - principles of access and equity
  - current issues facing clients and existing services for addressing needs and rights
• principles and practices of confidentiality
• knowledge specific to working with people from culturally and linguistically diverse backgrounds
• knowledge specific to working with people at risk of self-harm
• organisation policies, practices and programs relating to the work role
• organisation work health and safety (WHS) policies and procedures
• organisation philosophy and guidelines
• rights and responsibilities of people with disabilities
• understanding of stereotypes of people with disabilities
• available client services
• awareness of own attitudes to people with disabilities
• awareness of discriminatory actions
• common risks to safety
• Where clients experience mental health issues the following specific knowledge is required:
  • structural, political and other social factors which operate to maintain discrimination against people affected by mental health problems
  • structural, political and other social factors which can be addressed to improve mental health promotion, such as:
    • gender
    • language
    • culture
    • ethnicity
    • age
    • socioeconomic status
  • broad knowledge of mental illness and disability issues
  • internal structure of the mental health system and its relationship within the broader context of health services, welfare services and government
  • policies relevant to mental health at national, state and local level
  • relevant agencies and services which may assist in promoting and advocating for mental illness and/or psychiatric disability issues
  • 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 rights of people with a mental illness and/or psychiatric disability
  • relevant regulatory, legislative and legal requirements relating to mental health issues
• Where clients experience mental health issues the following specific knowledge is required (contd):
  • 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
Where clients experience AOD issues the following specific knowledge is required:
legal and organisation knowledge:
legal and organisation requirements for client registration, allocation and referral
organisation policies on reporting and confidentiality
organisation policies and procedures for documenting work with clients
understanding agency role, agency target group and the impacts on the local community
range of AOD specific treatment intervention options including detoxification, in-patient treatment programs, outpatient treatment services, and brief interventions
effects of AOD use:
signs and symptoms of medical risk associated with AOD use
stages and symptoms of AOD withdrawal
basic health issues relating to alcohol and/or other drugs use e.g. malnutrition, blood borne diseases, skin infestations, effects of drug use on health, cognitive, social, emotional development and impact on others
basic pharmacology - types of drugs; dose levels; effects of specific drugs; tolerance; treatment approaches broadly
the effects of alcohol related brain injury
consequences and effects of drug substitution/replacement
effects of prescribed drugs on the use of other drugs
patterns of drug use in Australia and the local community
range of use and use scenarios e.g. lifestyle context of illegal drug use
legal issues:
legal status of drugs
legal issues surrounding AOD use
policy:
public health model - interaction of impact of drugs, individual and the environment
harm minimisation including a range of approaches: prevention, early intervention, abstinence, specialist treatment, supply control and safer drug use
Where clients experience alcohol and other drugs issues the following specific knowledge is required (contd):
working with clients:
common relapse precipitants
a range of strategies for working with clients
strategies to promote participation in programs
range of cultural contexts - lifestyle, set of beliefs, customs
client empowerment/disempowerment
rights of workers and clients
different lifestyles
self-esteem, abuse issues, self-awareness, own biases, ethical obligations re: helping relationships
types of counselling e.g. motivational interviewing, brief and intensive intervention, relapse prevention
protocols around use of interpreters
client-centredness
case management principles
• working with clients at risk of self-harm:
• suicidal or self-harming behaviour, ideation or intention
• no-suicide contracts and other protective strategies
• links between predisposing factors for self-harm, drug use and mental health problems
• legal and ethical obligations regarding clients at risk of self-harm or with mental illnesses

**Essential skills:**
• Consult effectively with the client/s
• Respond to specific client needs
• Establish and maintain a network of service providers, including health practitioners
• Analyse client needs
• Demonstrate oral communication skills required to fulfil the job role in the organisation/service:
  • oral communication skills may include:
  • listening, asking questions, providing encouragement, clarifying meaning, clarifying a situation, explaining the needs of aged people to other workers
  • language used may be English, sign language or community language depending on client group
• Demonstrate literacy competence required to fulfil the procedures of the organisation/service:
  • language used may be English or community language depending on the service/organisation
• Demonstrate written communication skills required to fulfil the job role as specified by the service/organisation:
  • Written skills may include:
  • completion of reports or documentation, selecting appropriate language and detail depending on the purpose of the report and the intended audience (e.g. documentation for funding, accreditation documents, client notes etc)
  • language used may be English or a community language depending on client group and organisation
  • communication support is incorporated as required (e.g. using dictionaries, medical books, other reports)
• Demonstrate reading skills required to fulfil the job role as specified by the service/organisation:
  • skills may include reading written material such as policies, procedure manuals and program materials, understanding and interpreting their content
• Demonstrate application of skills in:
  • Consultation
  • Strategic planning
  • Organisation development
  • Review and evaluation
• Safe and effective use and coordination of relevant technology in line with work health and safety (WHS) guidelines

**Evidence Guide**

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills
This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
Assessment should include all aspects of service provision i.e. analyse, review, plan and develop service etc
### Range Statement

<table>
<thead>
<tr>
<th><strong>Client services are:</strong></th>
<th>• Specific to the organisation</th>
</tr>
</thead>
</table>
| **Clients may include:** | • Individual members of the public  
| | • Other organisations, community groups, individuals and health providers  
| | • Other work areas of the organisation  
| | • Senior management  
| | • Service users |
| **Relevant people may include:** | • Clients  
| | • Family and personal network of clients  
| | • Other workers including health providers |
| **Special needs may relate to:** | • Disabilities  
| | • Language  
| | • Gender  
| | • Culture  
| | • Age  
| | • Remote location |
| **Training as required for implementation may be identified by:** | • Relevant program manager  
| | • Supervisor |
| **Appropriate program resources may include:** | • Aids and equipment  
| | • Qualified and/or specially trained staff |
CHCDIS301C Work effectively with people with a disability

Unit Descriptor
This unit describes the knowledge and skills required as an introduction to working and communicating with people with a disability.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Demonstrate an understanding of the delivery of quality services for people with disabilities | 1.1 Demonstrate understanding of key issues facing people with disabilities and their carers  
1.2 Work with understanding of the context of policy, regulatory, legislative and legal requirements as they apply to the area of disability work  
1.3 Demonstrate commitment to access and equity principles  
1.4 Take into account personal values and attitudes regarding disability when planning and undertaking work with people with disabilities  
1.5 Demonstrate understanding of different impacts on clients of specific disabilities, including acquired and developmental disabilities |
| 2. Communicate effectively with people with a disability | 2.1 Identify specific communication needs of people with a disability including, where appropriate:  
– identifying and using techniques, devices and aids specific to each person with a disability  
– translation and language interpreters  
– cultural interpreters  
– referral to specialists  
2.2 Identify areas of mistrust or conflict that may require conflict resolution  
2.3 Identify need to include additional people including trusted friends, case workers, family members or adults  
2.4 Select from a range of appropriate communication strategies and employ to:  
– establish rapport  
– exchange information  
– facilitate resolution of issues  
– defuse potentially difficult situations  
2.5 Apply effective communication where appropriate to provide a brief intervention  
2.6 Give feedback and advice in a way which reflects current identified good practice  
2.7 Show due regard to individual differences, needs and rights in communicating with clients and colleagues  
2.8 Communicate referrals to other staff, manager or specialist services as appropriate to ensure duty of care responsibilities are met in situations where break downs in communication occur |
| 3. Demonstrate the capacity to support rights, interests and needs of people with disabilities | 3.1 Demonstrate understanding of strategies that assist people with disabilities to exercise their rights and independence  
3.2 Acknowledge different client requirements and adapt approach to address specific requirements of each person, using positive practices in all interactions with people with disabilities  
3.3 Comply with legal responsibilities and duty of care |
ELEMENT | PERFORMANCE CRITERIA
--- | ---
3.4 | Report situations that may pose health or safety issues according to organisation procedures
3.5 | Apply different models for working in the sector as required to meet client needs

4. **Demonstrate the capacity to provide support across a range of disability types**
4.1 | Apply fundamental knowledge of physical and psychological stages of human development
4.2 | Apply fundamental knowledge of factors that may enhance or inhibit human development
4.3 | Demonstrate understanding of a range of support practices for people with an intellectual disability, sensory disability, neurological impairment, acquired brain injury, physical disability or developmental delay
4.4 | Demonstrate understanding and application of support practices for a range of types of disability

5. **Respond to situations of risk or potential risk to people with disabilities**
5.1 | Identify and respond to situations of risk and report to appropriate people
5.2 | Report uncharacteristic or inappropriate behaviour
5.3 | Report situations of risk which may adversely effect the health of people with disabilities
5.4 | Identify indications of possible abuse and/or neglect and report according to organisation policy and protocol

**Required Skills and Knowledge**

*Essential knowledge*:
- Awareness and understanding of consent and strategies utilised to determine ability to consent
- Awareness of discriminatory actions
- A range of developmental and acquired disabilities, including:
  - acquired brain injury
  - autism spectrum disorder
  - cognitive disability
  - developmental delay
  - intellectual disability
  - neurological impairment
  - physical disability
  - sensory disability, including hearing, vision impairment
  - speech/language disability
- Common risks to safety
- Communication needs, strategies and resources in relation to people with disabilities
- Consumer needs and rights including duty of care
- Different types of requirements likely to be associated with different disabilities
- Fundamental knowledge of stages of biological and psychological development of the human being throughout the lifespan
- Indicators of abuse and/or neglect in relation to people with disabilities
- Networks in the disability sector
- Principles and practices of:
  - access and equity
  - confidentiality
  - empowerment/disempowerment in relation to people with disabilities
- Relevant legislation, regulations and policies, including legalities associated with using restrictive and
prohibitive practices

- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Role of guardianship board, public trustee and independent advocate
- Varying emotional, relationship building and dependence and independence issues and responses associated with differing life stages
- Underpinning philosophies and values, including:
  - commitment to empowering clients
  - commitment to meeting the needs and upholding the rights of clients
  - community education and capacity building
  - competency and image enhancement as a means of addressing devaluation
- delivery of person-centred services
- holistic and client-centred approach
- practices which focus on the individual person
- rightful place in community
- self determination
- strengths-based support
- the impact of social devaluation on an individual's quality of life
- the social model of disability

**Essential skills:**

- the rights and responsibilities of people with disabilities
- stereotypes that may exist about people with disabilities
- the impact of own attitudes on working with people with disabilities
- Make informed observations and report appropriately
- Respond to situations of risk or potential risk
- Apply skills in interpersonal communication with clients and other stakeholders
- Communicate effectively with people with a range of different disabilities
- Recognise and act upon opportunities to enhance sustainability in the workplace

**Evidence Guide**

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills.

This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions.

Consistency in performance should consider the particular workplace context.

**Range Statement**

**Context includes:**

- Changing social context of work e.g. consumer centred approach, changing government and societal views, approaches to working with clients
- Economic context e.g. The current economic situation as it relates to and affects people with disabilities and the subsequent impact on client needs
- Facts/myths about disability
- Historical context of work e.g. changing attitudes, changing approaches to working with clients
- Political context e.g. government policies and initiatives
- The relevant statutory framework
| Stages of human development may relate to: | • Stages of cognitive development  
• Stages of physical development  
• Stages of psychosocial development |
| Issues may include: | • Access to services for people with disabilities and their carers  
• Family and carer issues  
• Grief and loss  
• Support in meeting individual needs and personal goals of people with disabilities |
| Different models for working in the sector may include: | • Advocacy  
• Behaviour management  
• Business services support  
• Case management  
• Community access  
• Community development and education  
• Employment support  
• Health promotion  
• Home based support  
• Lifestyle support  
• Peer support/self help  
• Residential services  
• Respite care  
• Working with families |
| The underpinning values and philosophies of the sector may include: | • A holistic and person-centred approach  
• Commitment to empowering clients  
• Commitment to meeting the needs and upholding the rights of clients  
• Community education  
• Delivery of appropriate services |
| Different client requirements may depend upon: | • Type of disability, including:  
• cognitive  
• intellectual  
• physical  
• psychiatric  
• sensory  
• Support availability including:  
• education and training  
• employment  
• family  
• financial  
• physical, emotional and behavioural  
• Presence of a chronic illness/condition |
| Policy and legislative requirements include: | • Disability Discrimination Act and associated standards  
• Disability Service Standards  
• Disability Services Acts (Commonwealth and State)  
• Equal employment opportunity principles  
• Guardianship Board  
• Medical legislation |
| Commitment to access and equity principles includes: | A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers  
| Client oriented culture  
| Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual  
| Implementation of person-centred practices |
| Rights include principles expressed in: | Charters of human rights  
| Disability standards  
| Freedom from discrimination  
| Freedom of information |
| Rights include: | Access to complaint mechanisms  
| Choice to participate  
| Common law  
| Confidentiality  
| Freedom of association  
| Friendship  
| Privacy  
| To be treated in a dignified, safe and comfortable manner  
| To express own feelings |
| Interests include: | Accommodation  
| Financial  
| Recreation  
| Services |
| Appropriate people include: | Administrators  
| Carers  
| Colleagues  
| Disability services  
| Emergency services  
| Health care services  
| Health workers  
| Home and community care services  
| Relatives  
| Supervisors |
| Respond to situations of risk in the context of the work role may include: | Identifying risks  
| Providing information on risks or potential risks  
| Risk minimisation  
| Strategies for preventing abuse of people with disabilities |
CHCINF407D Meet information needs of the community

Unit Descriptor
This unit describes the knowledge and skills required to work with the community and individuals to identify and address their information needs.

Elements and Performance Criteria

**ELEMENT** | **PERFORMANCE CRITERIA**
--- | ---
1. Identify information requirements | 1.1 Employ appropriate mechanisms to identify information requirements of the community and specific groups
1.2 Collect and maintain current, accurate and comprehensive information on a range of relevant issues/services for the group to ensure information needs will be met
1.3 Identify gaps or inadequacies in the information base and implement strategies to address them
2. Address information requirements | 2.1 Where possible, access existing information sources to meet individual/community needs
2.2 Routinely evaluate adequacy of existing information sources and materials to meet needs
2.3 Where new information materials need to be developed, explore options in consultation with users and stakeholders
2.4 In planning development of new information/materials, address all aspects of implementation including:
   - content, structure and relevance
   - financial, technological and staffing resourcing
   - staff training needs
2.5 Implement strategies to continuously improve effectiveness of information materials and systems

Required Skills and Knowledge

**Essential 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

**Essential skills:**
- Assess information needs of community and/or specific group, analyse current capacity for them to be met and determine requirements for new materials
- Use and maintain a range of information storage systems
- Demonstrate application of skills in:
  - literacy adequate to handle and prepare complex written information
  - use of relevant information system
- Identify and promote the importance of using opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

Evidence Guide

**Critical aspects for assessment and evidence required to demonstrate this unit of competency:**
- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
Consistency in performance should consider requirements of relevant information systems

### Range Statement

<table>
<thead>
<tr>
<th>Community may include:</th>
<th>Information systems may refer to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A geographic region</td>
<td>• Electronic networking</td>
</tr>
<tr>
<td>• Current users of the organisation's services</td>
<td>• Informal and formal arrangements with government departments and non government organisations to obtain information</td>
</tr>
<tr>
<td>• New target groups</td>
<td>• Material produced and provided by and about other organisations and services</td>
</tr>
<tr>
<td>• Special interest groups</td>
<td>• Media</td>
</tr>
<tr>
<td>• Students and researchers</td>
<td>• Subscriptions to publications</td>
</tr>
<tr>
<td>• Users referred by other organisations</td>
<td>• The range of different systems across sectors</td>
</tr>
<tr>
<td>• Workers in other organisations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial and technological resources required for system may include:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Directories and databases, manual and electronic</td>
<td>• Manual and computerised filing software and hardware</td>
</tr>
<tr>
<td>• Manual and computerised filing software and hardware</td>
<td>• Systems operated within the organisation</td>
</tr>
<tr>
<td>• Systems operated within the organisation</td>
<td>• Systems operating in other organisations</td>
</tr>
</tbody>
</table>
CHCLEG411A Use relevant legislation in response to client needs

Unit Descriptor
This unit describes the knowledge and skills required by the worker to use relevant legislation to advise clients with specific needs in relation to particular legal issues e.g. tenancy, disability, discrimination, juvenile justice, domestic violence, mental health

Elements and Performance Criteria

**ELEMENT** | **PERFORMANCE CRITERIA**
---|---
1. **Apply an understanding of relevant legislation** | 1.1 Identify the scope and coverage of legislation
2. **Identify and interpret relevant legislative provisions** | 1.2 Apply understanding of the purpose of legislation and amendments over time
3. **Identify strategies in response to the client’s needs** | 1.3 Define roles and influences of key stakeholders
| 1.4 Correctly interpret terms and definitions in the legislation
2.1 Identify needs of clients in relation to relevant legislation
2.2 Analyse client situation and identify legislative provisions that apply to the circumstances
3.1 Provide strategies to apply legislative provisions to the factual circumstances of the case
3.2 Explore a range of legal and non-legal strategies according to the needs of the client
3.3 Clearly communicate options and possible outcomes to the clients
3.4 Support client to achieve appropriate 'best possible' outcome

Required Skills and Knowledge

**Essential knowledge:**
- Legislation interpretation including case law precedents
- Social justice principles (access, equity, participation and fairness)
- Organisations to which appropriate referrals can be made
- Other legislation that may impact on the situation
- Legal system of common law and statute law
- Legal structure involving tribunals, local court, district court, supreme court etc

**Essential skills:**
- Read and interpret legislation and legal documents
- Demonstrate understanding of and adherence to own work role and responsibilities
- Recognise own limitations and professional boundaries and the need for assistance
- Follow organisation policies, protocols and procedures
- Apply appropriate high level literacy skills
- Work collaboratively with colleagues, community services professionals and other services

Evidence Guide

**Critical aspects for assessment and evidence required to demonstrate this unit of competency:**
The individual being assessed must provide evidence of specified essential knowledge as well as skills

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

It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

Developed by BUT & BSC Special Assignments for DVA
QUALIFICATIONS AND UNITS
REVIEW OF VETERANS’ ADVOCACY TRAINING
APPENDIX 7
<table>
<thead>
<tr>
<th>Range Statement</th>
<th></th>
</tr>
</thead>
</table>
| **Consideration to be given in Australian States and Territories to different:** | • Legislation and subordinate legislation such as regulations including the Acts Interpretation Act  
• Support services, resourcing bodies, peak organisations  
• Resources e.g. written material that interprets legislation  
• Methods of dispute resolution e.g. tribunals, courts, alternative dispute resolution models |
| **Factors influencing tenancy advisers include:** | • Demographics of area servicing  
• Size of community  
• Cultural differences  
• Rural, remote or metropolitan  
• Situations causing conflict of interest for a tenancy advisor |
| **Key stakeholders include:** | • Administrators of the Act  
• Industry groups |
CHCNET404B Facilitate links with other services

Unit Descriptor
This unit describes the knowledge and skills required to liaise and facilitate linkages between community services including specialist and generalist services in the community to ensure support of people in need

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| **1. Identify and maintain links with relevant services** | 1.1 Gather and store information on relevant services as appropriate  
1.2 Identify, develop and maintain communication processes within and across services to establish and maintain inter- and intra-sector links  
1.3 Maintain active participation in relevant networks  
1.4 Maintain information on the organisation’s range of services |
| **2. Provide relevant information to services** | 2.1 Respond to information requests from other organisations as appropriate  
2.2 Maintain knowledge of and access to internal means of support within own organisation  
2.3 Provide information and resources to support community groups as appropriate  
2.4 Ensure materials and resources provided are relevant and current  
2.5 Seek feedback on the materials and resources and use in developing future materials and resources |
| **3. Work with and support other organisations to enhance service delivery** | 3.1 Define the type and level of support to be provided and negotiate with the relevant organisation  
3.2 Maintain appropriate support and contact with people referred  
3.3 Provide information to services in line with organisation confidentiality, consent and privacy policies and procedures  
3.4 Develop and negotiate longer term plans to assist services to operate self-sufficiently |

Required Skills and Knowledge

**Essential knowledge:**
- Existing information systems
- Referral networks - criteria and procedures for referral
- Current community services issues
- Language used in community services work
- Range of community services and how to access
- Confidentiality and privacy
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds

**Essential skills:**
- Facilitate effective working relationships within community services and within the general community
- Demonstrate application of skills in:  
  - questioning  
  - active listening  
  - verbal and non-verbal communication  
  - referral  
  - participating and conducting interagency meetings  
  - promotion  
  - negotiation
- liaison and networking
- Recognise own limitations and agency boundaries
- Develop and provide information about community services
- Use and coordinate the use of relevant information technology effectively in line with work health and safety (WHS) guidelines

**Evidence Guide**

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

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
- Consistency in performance should consider the community services networking and liaison requirements within the workplace

**Range Statement**

<table>
<thead>
<tr>
<th>Links may be:</th>
<th>Referral to and from other services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Telephone contact</td>
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<tr>
<td></td>
<td>Worker networks</td>
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<tr>
<td></td>
<td>Informal contacts</td>
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<tr>
<td></td>
<td>Case conferences</td>
</tr>
<tr>
<td></td>
<td>Inter agency meetings</td>
</tr>
<tr>
<td></td>
<td>Community consultative committees</td>
</tr>
<tr>
<td></td>
<td>Joint projects</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relevant services may include:</th>
<th>Consumer groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Commercial enterprises such as real estate agents, and financial institutions</td>
</tr>
<tr>
<td></td>
<td>Community services departments</td>
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<tr>
<td></td>
<td>Aboriginal and Torres Strait Islander services</td>
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<tr>
<td></td>
<td>Employment services</td>
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<tr>
<td></td>
<td>Community based disability support services</td>
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<td></td>
<td>Income support services</td>
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<tr>
<td></td>
<td>Accommodation services</td>
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<tr>
<td></td>
<td>Services specific to the person’s needs</td>
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<tr>
<td></td>
<td>Trans-cultural</td>
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<td></td>
<td>Religious organisations</td>
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<td></td>
<td>Judicial</td>
</tr>
<tr>
<td></td>
<td>Correctional</td>
</tr>
<tr>
<td></td>
<td>Police</td>
</tr>
<tr>
<td></td>
<td>Emergency services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information on relevant services may include:</th>
<th>Pamphlets and other information sources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>List of all relevant services</td>
</tr>
<tr>
<td></td>
<td>Information on own agency</td>
</tr>
<tr>
<td></td>
<td>Criteria for referral to each agency</td>
</tr>
<tr>
<td></td>
<td>Contacts</td>
</tr>
<tr>
<td></td>
<td>Information to provide to clients</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support may include:</th>
<th>Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consultations</td>
</tr>
<tr>
<td></td>
<td>Joint initiatives</td>
</tr>
<tr>
<td>Policies and procedures may include:</td>
<td>Referral protocols</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Participation in case conferences</td>
<td></td>
</tr>
<tr>
<td>Telephone advice</td>
<td></td>
</tr>
<tr>
<td>Provision of staff development and training</td>
<td></td>
</tr>
<tr>
<td>Exchanging of reports</td>
<td></td>
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<tr>
<td>Community education</td>
<td></td>
</tr>
</tbody>
</table>
CHC42512 - Certificate IV in Community Services  
(Information, advice and referral)

**Core & Suggested Elective Units**

There are a total of 15 units of competency required for this qualification; 9 core units and 6 electives.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Core/Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBINM201A</td>
<td>Process and maintain workplace information</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCOM403A</td>
<td>Use targeted communication skills to build relationships</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCS400C</td>
<td>Work within a relevant legal and ethical framework</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCS407C</td>
<td>Operate referral procedures</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCS411C</td>
<td>Work effectively in the community sector</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCS416B</td>
<td>Assess and provide services for clients with complex needs</td>
<td>Core</td>
</tr>
<tr>
<td>CHCCS422B</td>
<td>Respond holistically to client issues and refer appropriately</td>
<td>Core</td>
</tr>
<tr>
<td>CHCDEV001</td>
<td>Confirm client developmental status</td>
<td>Core</td>
</tr>
<tr>
<td>CHCORG405E</td>
<td>Maintain an effective work environment</td>
<td>Core</td>
</tr>
<tr>
<td>HLTHIR403C</td>
<td>Work effectively with culturally diverse clients and co-workers</td>
<td>Core</td>
</tr>
<tr>
<td>CHCINF403E</td>
<td>Coordinate information systems</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCINF407D</td>
<td>Meet information needs of the community</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCNET402B</td>
<td>Establish and maintain effective networks</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCNET404B</td>
<td>Facilitate links with other services</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCDIS301C</td>
<td>Work effectively with people with a disability</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCAC318B</td>
<td>Work effectively with older people</td>
<td>Elective</td>
</tr>
<tr>
<td>CHCCS314B</td>
<td>Deliver services to meet personal needs of clients</td>
<td>Elective</td>
</tr>
</tbody>
</table>
BSBINM201A Process and maintain workplace information

Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to collect, process, store and maintain workplace information and systems. It also includes the maintenance of filing and records systems.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| **1. Collect information** | 1.1. Collect information in a timely manner and ensure that it is relevant to organisational needs  
1.2. Use business equipment/technology available in the work area to effectively obtain information  
1.3. Apply organisational requirements relating to security and confidentiality in handling information |
| **2. Process workplace information** | 2.1. Use business equipment/technology to process information in accordance with organisational requirements  
2.2. Process information in accordance with defined timeframes, guidelines and procedures  
2.3. Update, modify and file information in accordance with organisational requirements  
2.4. Collate and despatch information in accordance with specified timeframes and organisational requirements |
| **3. Maintain information systems** | 3.1. Maintain information and filing systems in accordance with organisational requirements  
3.2. Identify, remove and/or relocate inactive or dead files in accordance with organisational requirements  
3.3. Establish and assemble new files in accordance with organisational requirements  
3.4. Update reference and index systems in accordance with organisational requirements |

Required Skills and Knowledge

Required skills
- literacy skills to read and understand organisation’s recordkeeping and information systems (including classification systems), to follow sequenced written instructions and to comprehend/interpret nature of record content
- numeracy skills to sequence and index files
- planning skills to organise work priorities and arrangements
- problem-solving skills to solve routine problems
- technology skills to select and use technology appropriate to maintaining workplace information.

Required knowledge
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation
  - ethical principles
  - codes of practice
  - privacy laws
  - occupational health and safety
  - organisational policies and procedures relating to collecting and processing workplace information
  - organisational recordkeeping/filing systems and security procedures
- organisation's business and structure
- range of filing systems including paper-based and software-based.

**Evidence Guide**

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

- Evidence of the following is essential:
  - applying organisational policies and procedures for collecting and processing workplace information
  - accuracy in recording and documenting information
  - correctly storing, classifying and maintaining documents and records.

**Range Statement**

<table>
<thead>
<tr>
<th><strong>Information</strong> may include:</th>
<th><strong>Business equipment/technology</strong> may include:</th>
<th><strong>Organisational requirements</strong> may include:</th>
<th><strong>Removing inactive or dead files</strong> may include:</th>
<th><strong>Relocating inactive or dead files</strong> may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- computer databases (library catalogue, customer records)</td>
<td>- answering machine</td>
<td>- despatching and collecting procedures</td>
<td>- compressing computer files prior to archiving</td>
<td>- electronic (email, internet access, diskette, tape, CD-ROM)</td>
</tr>
<tr>
<td>- computer files (letters, memos and other documents)</td>
<td>- binder</td>
<td>- legal and organisational policies, guidelines and requirements</td>
<td>- periodically archiving or deleting files</td>
<td>- microfilm</td>
</tr>
<tr>
<td>- correspondence (faxes, memos, letters, email)</td>
<td>- computer</td>
<td>- OHS policies, procedures and programs</td>
<td>- transferring files at regular intervals or routinely checking for dead or inactive files</td>
<td>- photographic material</td>
</tr>
<tr>
<td>- forms (insurance forms, membership forms)</td>
<td>- fax machine</td>
<td>- procedures for deciding which records should be captured and filed</td>
<td>- transferring records from the active filing system to secondary storage</td>
<td>- printed material</td>
</tr>
<tr>
<td>- invoices (from suppliers, to debtors)</td>
<td>- filing systems (manual/computerised/electronic)</td>
<td>- procedures for updating records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- minutes of meetings</td>
<td>- photocopier</td>
<td>- security procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- personnel records (personal details, salary rates)</td>
<td>- printer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- sales records (monthly forecasts, targets achieved)</td>
<td>- telephone</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Removing inactive or dead files may include:
- compressing computer files prior to archiving
- periodically archiving or deleting files
- transferring files at regular intervals or routinely checking for dead or inactive files
- transferring records from the active filing system to secondary storage

Relocating inactive or dead files may include:
- electronic (email, internet access, diskette, tape, CD-ROM)
- microfilm
- photographic material
- printed material
CHCCOM403A Use targeted communication skills to build relationships

Unit Descriptor
This unit describes the knowledge and skills required to apply specific workplace communication techniques to build and maintain relationships with clients and colleagues based on respect and trust.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| **1. Communicate effectively with clients and staff** | 1.1 Identify and use appropriate communication strategies to: establish rapport, exchange information, facilitate resolution of issues, defuse potentially difficult situations  
1.2 Conduct interviews according to established procedures  
1.3 Give feedback and advice in a way which reflects current identified good practice  
1.4 Demonstrate respect for individual, cultural and social differences, needs and rights in communicating with clients and colleagues  
1.5 If communication break down occurs, respond appropriately and refer to other staff or specialist services if required to ensure duty of care responsibilities are met  
1.6 Respond to enquiries in a manner that promotes achievement of mutual outcomes  
1.7 Respect and consider differences in views in a way that values and encourages the contributions of others  
1.8 Ensure communication represents the organisation effectively where appropriate |
| **2. Contribute to the implementation of effective communication strategies** | 2.1 Implement strategies to check on the effectiveness of communication with clients and colleagues  
2.2 Facilitate access to interpretive and translation services as required  
2.3 Regularly review established channels of communication to ensure clients and co workers are informed of relevant information in a timely way  
2.4 Provide coaching in effective communication to colleagues and clients as required  
2.5 Maintain relevant work-related networks and relationships as required to ensure client needs and organisation objectives are met |
| **3. Use specific communication techniques to maintain constructive interaction** | 3.1 Put in place strategies to develop a trusting relationship that will enable negotiation of communication barriers  
3.2 Use communication skills and processes to identify and address barriers to communication and facilitate identification of individual issues  
3.3 Use effective skills in listening and providing feedback to ensure stories are heard and to support exploration and validation of issues raised  
3.4 Seek agreement on processes to be followed to address issues within scope of own abilities, skills and work role  
3.5 Make referral for conflict resolution and mediation as appropriate |
| **4. Facilitate discussions** | 4.1 Provide opportunities to fully explore all relevant issues  
4.2 Routinely use strategies that encourage all group members to participate equally, including seeking and acknowledging contributions from all members  
4.3 Routinely contribute to and follow objectives and agendas for meetings and discussions |
ELEMENT PERFORMANCE CRITERIA

4.4 Provide relevant information to groups as appropriate to facilitate outcomes
4.5 Evaluate group communication strategies to promote ongoing participation of all parties
4.6 Implement strategies to ensure the specific communication needs of individuals within the group are identified and addressed

5. Identify

communication strategies to build relationships with clients who are involuntary or present

5.1 Identify and address specific communication barriers such as:
- closed or unreceptive attitudes
- mistrust or misunderstanding of people, organisations, systems and/or processes
- emotional states, such as fear, anger and frustration

5.2 Identify areas of mistrust or conflict that may require resolution

5.3 Identify the need to include additional parties

Required Skills and Knowledge

**Essential knowledge:**
- Effective communication strategies and techniques to address barriers and build and maintain relationships
- Recognition of communication styles of individuals
- Basic group dynamics and facilitation of group discussion
- Cross cultural communication protocols
- Non-verbal communication strategies
- Communication techniques to maintain constructive interactions
- Barriers to communication

**Essential skills:**
- Provide evidence that all communication with clients and colleagues is appropriate to individual needs and the situation and promotes achievement of organisation objectives
- Use strategies to meet particular communication needs/difficulties
- Address individual issues in a timely way and in a manner which maintains the integrity of the individual
- Know when to provide referrals to conflict resolution and mediation
- Apply a full range of communication techniques including:
  - reflective and active listening, respectful responding, empathy, feedback and rapport
  - addressing communication barriers through application of a range of strategies
  - recognition of non-verbal triggers
  - clarification of boundaries of work role
- Apply oral communication skills required to fulfil job roles as specified by the organisation/service:
  - 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

**Evidence Guide**

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills

This unit will be most appropriately assessed in a work context or in
**Range Statement**

| Communicate effectively includes: | • Effective use of questioning, speaking, and listening and non-verbal communication techniques  
• Identifying and evaluating what is occurring within an interaction in a non-judgemental way  
• Making decisions about appropriate words, behaviour, posture  
• 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  
• Exploring and unpacking problems  
• Using active and reflective listening appropriately  
• Providing sufficient time to enable stories to be told  
• Providing summarising and reflective responses in conflict situations  
• Confirming that required information is accessed or message communicated |
|---|---|
| Non-verbal communication includes: | • Gestures  
• Posture  
• Facial expression |
| Interviews may include: | • Discussion of staffing issues  
• Routine information collection  
• Maintaining confidentiality  
• Evidential-based  
• Non disclosure  
• Disclosure |
| Established procedures may refer to: | • Commonwealth and State legislation  
• International conventions relating to the rights of individuals  
• Organisation policy and procedures  
• Relevant program standards  
• Duty of care and ethical practice |
| Presentation of information includes: | • Clarity  
• Appropriate sequencing  
• Delivery within an appropriate time  
• Utilising media to enhance presentation, if appropriate  
• Addressing audience needs |
| Opportunities will include: | • Allowing sufficient time to hear individual stories  
• Encouraging a full exploration of issues  
• Encouraging validation of individual issues |
| Additional parties may include: | • Trusted friends  
• Case workers  
• Family members  
• Nominated adults |
CHCCS400C Work within a relevant legal and ethical framework

Unit Descriptor
This unit describes the knowledge and skills required to work within a legal and ethical framework that supports duty of care requirements.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Demonstrate an understanding of legislation and common law relevant to work role | 1.1 Demonstrate in all work, an understanding of the legal responsibilities and obligations of the work role  
1.2 Demonstrate *key statutory and regulatory requirements* relevant to the work role  
1.3 Fulfil duty of care responsibilities in the course of practice  
1.4 Accept responsibility for own actions  
1.5 Maintain confidentiality  
1.6 Where possible, seek the agreement of the client prior to providing services |
| 2. Follow identified policies and practices | 2.1 Perform work within *identified policies, protocols and procedures*  
2.2 Contribute to the review and development of policies and protocols as appropriate  
2.3 Work within position specifications and role responsibilities  
2.4 Seek clarification when unsure of scope of practice as defined by position description or specific work role requirements  
2.5 Seek clarification of unclear instructions |
| 3. Work ethically | 3.1 Protect the rights of the client when delivering services  
3.2 Use effective problem solving techniques when exposed to competing value systems  
3.3 Ensure services are available to all clients regardless of personal values, beliefs, attitudes and culture  
3.4 Recognise potential ethical issues and ethical dilemmas in the workplace and discuss with an appropriate person  
3.5 Recognise unethical conduct and report to an appropriate person  
3.6 Work within boundaries applicable to work role  
3.7 Demonstrate effective application of guidelines and legal requirements relating to disclosure and confidentiality  
3.8 Demonstrate awareness of own personal values and attitudes and take into account to ensure non-judgemental practice  
3.9 Recognise, avoid and/or address any conflict of interest |
| 4. Recognise and respond when client rights and interests are not being protected | 4.1 Support the client and/or their advocate/s to identify and express their concerns  
4.2 Refer client and/or their advocate/s to advocacy services if appropriate  
4.3 Follow identified policy and protocols when managing a complaint  
4.4 Recognise witnessed signs consistent with financial, physical, emotional, sexual abuse and neglect of the client and report to an appropriate person as required  
4.5 Recognise and respond to cultural/linguistic religious diversity, for example providing interpreters where necessary |

Required Skills and Knowledge

*Essential knowledge:*
- Distinction between ethical and legal problems
- Importance of ethics in practice
- Importance of principles and practices to enhance sustainability in the workplace, including
environmental, economic, workforce and social sustainability

- Work health and safety (WHS) requirements
- Outline of common legal issues relevant to the workplace
- Overview of relevant legislation in the sector and jurisdictions
- Principles and practices for upholding the rights of the client
- Principles and practices of confidentiality
- Relevant standards and codes of practice in the sector
- Rights and responsibilities of clients
- Rights and responsibilities of workers
- Specific principles underpinning duty of care and associated legal requirements
- Strategies for addressing common ethical issues
- Strategies for contributing to the review and development of policies and protocols
- Strategies for managing complaints
- Overview of the legal system
- Principles and practices for upholding the rights of the children and young people
- Principles of ethical decision-making
- Reporting mechanisms for suspected abuse of a client
- Strategies for managing abuse of a client
- Types of abuse experienced by client (including systems abuse)
- Types of law

**Essential skills:**

- Demonstrate understanding of and adherence to own work role and responsibilities
- Follow organisation policies, protocols and procedures
- Work within legal and ethical frameworks
- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation
- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation
- Apply problem solving skills that require negotiation to resolve problems of a difficult nature within organisation protocols
- Consult with a variety of stakeholders in order to achieve service objectives

**Evidence Guide**

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills

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

It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings

**Range Statement**

<table>
<thead>
<tr>
<th>Clients may include but is not limited to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Children and families using children's services</td>
</tr>
<tr>
<td>- Children and young people</td>
</tr>
<tr>
<td>- Individuals living in government funded services and/or institutions to 'clients'</td>
</tr>
<tr>
<td>- Individuals living in residential aged care environments</td>
</tr>
<tr>
<td>- Individuals living in residential disability environments</td>
</tr>
</tbody>
</table>
| **Contexts of work role may include but is not limited to:** | • Work undertaken in:  
  - client's own dwelling  
  - independent living accommodation  
  - residential aged care facilities  
  - residential disability facilities  
  - community centres  
  - children's services centres  
  - carer's home  
  - Work in the context of:  
    - community, government or private agency or organisation  
    - services delivered as a sole trader  
    - providing telephone advice and assistance |
| **Identified policies, protocols and procedures refer to:** | • Guidelines and practices developed to address legal, ethical and regulatory requirements, including:  
  - formal, documented guidelines of an organisation  
  - informal practices used by a small organisation or individual owner/operator |
| **Key statutory and regulatory requirements may include those related to:** | • Aged care standards  
  • Building standards  
  • Care and education of young children  
  • Child protection and guardianship legislation  
  • Criminal acts  
  • Disability standards  
  • Discrimination and harassment  
  • Equal employment opportunities  
  • Freedom of information  
  • Health records legislation  
  • International and national standards  
  • Mental health legislation  
  • Pharmaceutical benefits  
  • Poisons and therapeutics  
  • Privacy legislation  
  • Public health  
  • Registration and practice of health professionals  
  • Residential and community services  
  • Restrictive practices  
  • WHS |
| **Report may be, and include:** | • Verbal:  
  • telephone  
  • face-to-face  
  • Non-verbal (written):  
  • progress reports |
<table>
<thead>
<tr>
<th>Case notes</th>
<th>Incident reports</th>
</tr>
</thead>
</table>

**Rights may include:**
- Access to services
- Confidentiality
- Dignity
- Freedom of association
- Informed choice
- Privacy
- Right to express ideas and opinions
- To an agreed standard of care
- To lodge a complaint

**Rights are detailed in:**
- Accreditation standards
- Industry and organisation codes of conduct, practice and ethics
- Industry and organisation service standards
- International and national charters
- Legislation

**Principles of access and equity may include:**
- Creation of a client orientated culture
- Non-discriminatory approach to all individuals using or accessing the service
- Respect for individual differences

**Appropriate person may include:**
- Advocates/family members
- Colleagues
- External agencies (complaints and advocacy services, professional registering authorities, child protection authorities)
- Health professionals
- Law enforcement officers
-Legally appointed guardian
- Member of senior management
CHCCS407C Operate referral procedures

Unit Descriptor
This unit describes the knowledge and skills required to confirm the needs of clients, advise them of referral options and arrange the referral.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Confirm client needs | 1.1 Discuss client *presenting needs* with the client  
1.2 Confirm client history and records  
1.3 Document client's *service expectations*  
1.4 Develop a plan of action is confirm with the client |
| 2. Advise on referral options | 2.1 Outline services to assist the client  
2.2 Discuss *process of referral* with the client  
2.3 Outline client's responsibilities and any conditions |
| 3. Arrange referral | 3.1 Clarify timeframes and procedures for accessing services  
3.2 Follow referral procedures with all providers  
3.3 Inform clients of progress towards meeting agreed service expectation and *plan of action*  
3.4 Communicate to service provider and client, processes to review and manage service provision |

Required Skills and Knowledge

**Essential knowledge:**
- Available services and constraints on delivery
- The broader service delivery and training networks in the local area
- Process of referral and documentation of the referral

**Essential skills:**
- Identify presenting needs and respond appropriately within the guidelines of the service
- Interpret and apply relevant policies
- Demonstrate application of skills in:  
  - appropriate one to one communication process
  - record-keeping and documentation processes, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide

**Critical aspects for assessment and evidence required to demonstrate this unit of competency:**
- The individual being assessed must provide evidence of specified essential knowledge as well as skills  
- Evidence must include observation of performance in the work environment or in a simulated work setting  
- Evidence must include demonstration over a period of time to ensure consistency of performance

Range Statement

**Presenting needs refers to:**
- Those readily observable or easily communicated needs prior to any counselling service  
  - Examples include:  
    - unemployment  
    - lack of benefit payment  
    - difficulty in communicating
<table>
<thead>
<tr>
<th>Service expectations refers to:</th>
<th>The type of assistance the client considers they require and includes a comment on urgency and breadth of the requirement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process of referral may:</td>
<td>Differ between agencies, however in the context of this unit it is implied that there is a formal process which is applied and communicated</td>
</tr>
<tr>
<td>Plan of action refers to:</td>
<td>The agreed responsibilities and actions to support the client move towards increased interaction and engagement with the community</td>
</tr>
</tbody>
</table>

- cognitive impairment
- financial difficulties
**CHCCS411C Work effectively in the community sector**

**Unit Descriptor**
This unit of competency describes the skills and knowledge required to work effectively in a community work or service delivery setting with communities, clients, carers, staff, visitors, suppliers and others to meet established work requirements.

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Work ethically</strong></td>
<td>1.1 Follow ethical guidelines in decision-making in all work undertaken with an awareness of potential ethical complexity in own work role</td>
</tr>
<tr>
<td></td>
<td>1.2 Reflect understanding and compliance with the principles of duty of care and legal responsibilities in all work undertaken</td>
</tr>
<tr>
<td></td>
<td>1.3 Refer any breach or non adherence to standard procedures or adverse event to appropriate personnel</td>
</tr>
<tr>
<td></td>
<td>1.4 Maintain confidentiality of any client matter in line with <em>organisation policy</em> and procedure, regulatory requirements and/or code of practice</td>
</tr>
<tr>
<td></td>
<td>1.5 Show respect for rights and responsibilities of others through considered application of work practices</td>
</tr>
<tr>
<td></td>
<td>1.6 Reflect current working knowledge and understanding of <em>employee and employer rights and responsibilities</em> in all work undertaken</td>
</tr>
<tr>
<td></td>
<td>1.7 Recognise, avoid and/or address any conflict of interest</td>
</tr>
<tr>
<td><strong>2. Communicate effectively in a community work or service delivery setting</strong></td>
<td>2.1 Develop, review and revise personal skills in communication as an ongoing priority to address work role requirements</td>
</tr>
<tr>
<td></td>
<td>2.2 Exercise caution in communicating personal information by oral and written means to ensure confidentiality of client and staff matters</td>
</tr>
<tr>
<td></td>
<td>2.3 Routinely apply workplace protocols and procedures in all workplace communication to support accuracy and understanding of information provided and received</td>
</tr>
<tr>
<td></td>
<td>2.4 Recognise individual and cultural differences and make any adjustments in communication needed to facilitate the achievement of identified outcomes</td>
</tr>
<tr>
<td></td>
<td>2.5 Conduct interpersonal communication with <em>clients</em> and colleagues in a manner that enhances a <em>person-centred</em> or community-centred approach consistent with work role requirements</td>
</tr>
<tr>
<td></td>
<td>2.6 Take appropriate measures to resolve conflict and interpersonal differences in the workplace</td>
</tr>
<tr>
<td><strong>3. Work effectively within the community services system</strong></td>
<td>3.1 Develop knowledge of <em>different sectors</em> involving community work and/or service delivery and how inter-relationships between these sectors affect own work</td>
</tr>
<tr>
<td></td>
<td>3.2 Work with awareness of the roles of various organisations involved in community work and/or service delivery</td>
</tr>
<tr>
<td></td>
<td>3.3 Demonstrate respect for workers from different sectors, levels and agencies within the industry</td>
</tr>
<tr>
<td></td>
<td>3.4 Gain and maintain awareness of current issues influencing community work and/or service delivery, including issues for Aboriginal and Torres Strait Islander peoples</td>
</tr>
<tr>
<td><strong>4. Demonstrate commitment to relevant values</strong></td>
<td>4.1 Demonstrate consideration and understanding of the underpinning values and philosophy of the sector and the work area</td>
</tr>
<tr>
<td></td>
<td>4.2 Demonstrate a commitment to <em>access and equity principles</em> in work in the sector</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>and philosophy underpinning work in the sector</td>
<td>4.3 Identify personal values and attitudes and take into account when implementing work activities</td>
</tr>
<tr>
<td>5. Maintain work standards</td>
<td>5.1 Identify relevant organisation policies and procedures relating to awards, standards and legislative requirements of own work role and clarify any uncertainties with appropriate personnel</td>
</tr>
<tr>
<td></td>
<td>5.2 Contribute to identifying and implementing improved work practices</td>
</tr>
<tr>
<td></td>
<td>5.3 Comply with relevant accreditation and standards applying to work undertaken</td>
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<tr>
<td></td>
<td>5.4 Demonstrate understanding and focus on achieving organisation goals and objectives in all work undertaken</td>
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<tr>
<td></td>
<td>5.5 Respond positively to changes to improve work practices and procedures in accordance with organisation requirements</td>
</tr>
<tr>
<td></td>
<td>5.6 Identify issues requiring mandatory notification and report to supervisor and/or an appropriate authority</td>
</tr>
<tr>
<td></td>
<td>5.7 Reflect and identify own scope of practice within each work context</td>
</tr>
<tr>
<td>6. Take responsibility for personal skill development</td>
<td>6.1 Seek advice from appropriate persons on areas for skill and knowledge development</td>
</tr>
<tr>
<td></td>
<td>6.2 Identify options for accessing relevant skill development opportunities and initiate action in consultation with manager</td>
</tr>
<tr>
<td></td>
<td>6.3 Undertake designated skill and knowledge development and maintenance activities of the organisation</td>
</tr>
<tr>
<td></td>
<td>6.4 Identify and prioritise personal work goals in accordance with organisation requirements</td>
</tr>
<tr>
<td>7. Reflect on own practice</td>
<td>7.1 Undertake self-evaluation in conjunction with supervisors and/or peers</td>
</tr>
<tr>
<td></td>
<td>7.2 Provide and receive open and evaluative feedback to and from co-workers</td>
</tr>
<tr>
<td></td>
<td>7.3 Actively seek constructive feedback relevant to work role and accept it non-defensively</td>
</tr>
</tbody>
</table>
Required Skills and Knowledge

**Essential knowledge:**

- Awareness of own biases, beliefs and emotional issues
- Basic knowledge of contemporary employment terms and conditions in the workplace
- Broad knowledge of legal and ethical framework in community work and/or service delivery, including:
  - Work health and safety (WHS)
  - Access, equity and anti-discrimination
  - Privacy
  - Responsibilities in relation to child protection and other mandatory reporting requirements where relevant
- Broad understanding of relevant organisation procedures, policies, awards, standards and legislation and how to access them
- Contemporary approaches to work in the industry, associated rationales and supporting behaviours
- Current issues facing people and the sector
- Knowledge and understanding of professional boundaries and need to refer appropriately
- Meaning of duty of care, confidentiality of information and ethical decision-making in relation to specific work role duties and responsibilities, as well as understanding of what constitutes a breach of these and potential ramifications of such a breach
- Organisation procedures relating to:
  - Safety issues and prevention in community services work, including basic home fire safety
  - Emergency response
  - Security
  - Own responsibilities within the workplace
- Purpose of accreditation process and quality improvement practice and their application in specific work area
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Role, function and objectives of the organisation, and relevance to specific work role
- Understanding of difference and diversity in relation to individual needs, discrimination and social vulnerability
- Values, principles and ethics underpinning work in the sector including:
  - Holistic and person-centred support and services
  - Community work
  - People's needs and rights including duty of care
  - Principles of access and equity and human rights
  - Principles of client safety

**Essential skills:**

These include the ability to:

- Accurately follow organisation procedures relevant to own role
- Address safety issues relevant to own work role
- Apply decision-making and problem solving skills as required to constructively achieve identified outcomes in line with work role
- Communicate effectively about the importance of issues relating to environmental responsibility and sustainable practice and opportunities to address them
- Demonstrate interpersonal communication with people
- Demonstrate functional literacy skills needed for written and oral information about workplace requirements
- Demonstrate communication skills as required by specific work role, including:
  - interpreting and following verbal and/or written instructions
  - seeking clarification of tasks
  - providing information
  - reporting incidents in line with organisation requirements
- Participate in appropriate professional development activities on an ongoing basis, including:
  - maintaining own skills and knowledge and ongoing development
  - being open to learning new ideas and techniques in a range of settings
  - sharing workplace information with others
- Use initiative in responding to challenging situations and individuals
- Work as part of a team or as a sole worker
- Work in a non-judgemental manner

**Evidence Guide**

**Critical aspects for assessment and evidence required to demonstrate this unit of competency:**
The individual being assessed must provide evidence of specified essential knowledge as well as skills
This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
Consistency in performance should consider the work environment, worker’s role and responsibilities in the workplace

**Range Statement**

<table>
<thead>
<tr>
<th>Requirements of own work role may include:</th>
<th>Accreditation standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Individual awards and benchmarks</td>
</tr>
<tr>
<td></td>
<td>Legislation relevant to work area</td>
</tr>
<tr>
<td></td>
<td>Level of responsibility</td>
</tr>
<tr>
<td></td>
<td>Organisation guidelines</td>
</tr>
<tr>
<td>Organisation policy on confidentiality may relate to:</td>
<td>Access to records</td>
</tr>
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<td></td>
<td>Destruction of records</td>
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<td></td>
<td>Release of information</td>
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<td></td>
<td>Storage of records</td>
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<td></td>
<td>Verbal and written communication</td>
</tr>
<tr>
<td>Organisation policies, protocols and procedures refer to:</td>
<td>Guidelines and practices to be applied in the work role, such as:</td>
</tr>
<tr>
<td></td>
<td>Formal, documented guidelines of an organisation</td>
</tr>
<tr>
<td></td>
<td>Informal practices used by an organisation or individual owner/operator</td>
</tr>
<tr>
<td>Organisation procedures, policies, awards, standards and legislation may relate to:</td>
<td>Accreditation and service provision standards of other relevant industry organisations</td>
</tr>
<tr>
<td></td>
<td>Current Australian standards</td>
</tr>
<tr>
<td></td>
<td>Employment and vocational training standards</td>
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<tr>
<td></td>
<td>Federal and state legislation</td>
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<td></td>
<td>Quality management policy and practice</td>
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<tr>
<td></td>
<td>Sector specific legislation and standards, for example:</td>
</tr>
<tr>
<td></td>
<td>home and community care standards</td>
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<tr>
<td></td>
<td>aged care accreditation standards</td>
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<tr>
<td></td>
<td>disability service standards</td>
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<tr>
<td></td>
<td>housing regulation and standards</td>
</tr>
<tr>
<td></td>
<td>Service delivery standards</td>
</tr>
</tbody>
</table>
| **Client may include** | ▪ Communities or groups  
▪ Family, carers, significant others, legal guardians  
▪ Individual person |
|-----------------------|---------------------------------------------------------------|
| **Stakeholders and representatives may include:** | ▪ Clients  
▪ Community organisations  
▪ Families and care givers  
▪ Friends, peers and target group  
▪ Government representatives and service providers  
▪ Local community  
▪ Management, colleagues, supervisor, team members  
▪ Peak bodies and networks in the sector  
▪ Services  
▪ Specialists/experts |
| **Different sectors within community services may include but are not limited to:** | ▪ Aged care  
▪ Alcohol and other drugs  
▪ Child protection  
▪ Children's services  
▪ Community development  
▪ Community work  
▪ Disability services  
▪ Employment services  
▪ Family and domestic violence  
▪ Home and community care  
▪ Housing  
▪ Mental Health  
▪ Youth work and juvenile justice |
| **Different models of work in the sector may include:** | ▪ Advocacy  
▪ Case management  
▪ Community development  
▪ Community education  
▪ Developmental  
▪ Inter-agency approach  
▪ Participatory  
▪ Person-centred  
▪ Service delivery  
▪ Working with families |
| **Values and philosophy underpinning work in the sector may include:** | ▪ A holistic and person-centred approach, embracing:  
▪ promotion of well being of staff, clients and communities  
▪ early identification of problems  
▪ delivery of appropriate services  
▪ commitment to meeting the needs and upholding the rights of people  
▪ commitment to empowering the person and/or the community  
▪ ethical behaviour  
▪ preventative strategies  
▪ exercise of responsibilities and accountabilities within the context of duty of care for clients |
<table>
<thead>
<tr>
<th><strong>A commitment to access and equity principles must be demonstrated by:</strong></th>
<th>▪ A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers</th>
</tr>
</thead>
</table>
| **A person-centred approach includes:** | ▪ Putting people and carers at the centre of service delivery  
▪ When the person is a child or young person, service delivery strategies may need to be modified to ensure child safety and provide a child friendly, supportive environment  
▪ Including people in decision-making relating to their care  
▪ Involving people in discussions about service delivery options and issues  
▪ Obtaining the person’s consent to examine, treat or work with them  
▪ Effective customer service  
▪ Listening to and addressing complaints within scope of own work role |
| **Employee rights and responsibilities may relate to:** | ▪ Adherence to WHS  
▪ Attendance requirements  
▪ Confidentiality and privacy of organisation, client and colleague information  
▪ Duty of care responsibilities  
▪ Leave entitlements  
▪ Obeying lawful orders  
▪ Organisation policies and procedures  
▪ Protection from discrimination and sexual harassment in the workplace  
▪ The right to union representation |
| **Issues requiring mandatory notification may include:** | ▪ Issues defined by jurisdictional legislation and/or regulatory requirements  
▪ Issues specifically identified by under organisation policies  
▪ Protection of children and others identified to be at risk |
| **Identifying and implementing improved work practices may include:** | ▪ Application of safety practices, including for work in a range of contexts, such the person’s home  
▪ Assessing/observing/measuring environmental factors  
▪ Checking equipment  
▪ Developing and implementing child safe, child friendly resources, environment and work tools to support staff and volunteers working with people under 18 years of age  
▪ Monitoring tasks  
▪ Reporting and implementing suggested improvements  
▪ Responding to surveys and questionnaires  
▪ Seeking and addressing customer feedback |
| **Basic home fire safety includes knowledge of:** | ▪ Behaviour that may contribute to fire injury and/or fatality  
▪ High fire risk groups  
▪ Optimum placement of smoke alarms  
▪ Referring client for smoke alarm installation and maintenance  
▪ Role of a working smoke alarm  
▪ Smoke alarm testing and cleaning  
▪ Types of smoke alarms |
| **Employer rights and responsibilities may relate** | ▪ Enterprise workplace agreements  
▪ Legislative requirements for employee dismissal i.e. Workplace Relations |
| to: | Act  
- Legislative requirements to provide a safe work environment free from discrimination and sexual harassment (see State and Commonwealth anti-discrimination legislation)  
- Relevant State and Territory employment legislation i.e. wage rates, employment conditions  

**Designated skill and knowledge development may, for example, relate to:** | Cardiopulmonary resuscitation emergency response and notification protocols  
- Child protection  
- Communication, conflict resolution  
- Cultural awareness  
- Customer service, including the provision of a child friendly environment that values, respects and welcomes children and young people  
- Discrimination, harassment and bullying in the workplace  
- Fire emergency response procedures for notification and containment of fire, use of fire fighting equipment and fire safety procedures  
- First aid  
- Formal and informal resolution of grievances  
- Hazard control  
- Manual handling  
- Quality improvement policy and practice  
- Security procedures  
- Waste management  
- WHS |
CHCCS416B Assess and provide services for clients with complex needs

Unit Descriptor
This unit describes the knowledge and skills required to undertake assessments of more complex client needs and match to services available

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Assess and analyse client needs | 1.1 Employ appropriate *language and interpersonal skills* to ensure diverse needs of clients are identified  
1.2 Employ appropriate *mechanisms* to ensure that all relevant client information is collected  
1.3 Seek additional information from specialists as required to assist in assessment of clients  
1.4 Ensure all dealings with clients are consistent with organisation standards and practices  
1.5 Record information collected and store in accordance with organisation procedures  
1.6 Assess information about client needs in accordance with accepted organisation procedures to inform decisions about the relevant services which can be provided to best address client needs  
1.7 Assess client information for complexity, urgency and eligibility so priorities for service delivery can be identified  
1.8 Provide clients with all relevant information about the range of services required and available to them  
1.9 Ensure decisions about client needs are based on a full range of relevant information |
| 2. Identify and provide for the delivery of services to meet client needs | 2.1 Identify services that match client needs, from within and outside the organisation  
2.2 Establish and maintain relevant *networks*, to ensure referral of clients to appropriate services  
2.3 Assist clients appropriately to access targeted services from within and outside the organisation  
2.4 Provide clients with information about the services available to them in accordance with organisation procedures  
2.5 Work within own scope of responsibility, to ensure clients have access to services that meet their needs  
2.6 Ensure decisions about targeting of *client services* are based on up to date information about the client and available services  
2.7 Consider service delivery and referral options from strengths-based perspective  
2.8 Identify own limitations in assessing and addressing client needs, and where appropriate, seek assistance from colleagues, senior staff and experts in the area  
2.9 Make appropriate referrals to specialist services based on the assessment of client needs |
| 3. Evaluate client service delivery | 3.1 Review the allocation of services delivered to meet client requirements routinely, or as required, to ensure a continuing match  
3.2 Review changes in circumstances, environmental factors or urgency of client needs |
ELEMENT  PERFORMANCE CRITERIA

needs in accordance with organisation practices and procedures to ensure client needs continue to be met

3.3 Collect client feedback on adequacy of service delivery as required by the organisation, to inform revision of service delivery arrangements

3.4 Routinely seek feedback on individual performance in client service delivery from colleagues and clients

Required Skills and Knowledge

**Essential knowledge:**

- Legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Accepted organisation procedures, systems and practice for client assessment and allocation of services
- Strengths-based approach
- Accepted practices for delivery of services to particular clients
- Issues affecting particular client groups including:
  - income/economic
  - health
  - cognitive
  - social
  - community support and interaction
  - education and training
  - employment
  - impact of assessment
  - client needs
  - local services available for clients

**Essential skills:**

- Administer organisation's instruments and mechanisms to assess client needs
- Select appropriate services from a range of services provided by the organisation to match client needs
- Select from others services available in the broader community to address client needs
- Develop and maintain appropriate networks
- Provide referrals to relevant organisations or providers of specialist services
- Apply a strengths-based approach to client intake, assessment and referral
- Demonstrate application of skills in:
  - high level interpersonal skills
  - analysis and judgement
  - risk management
- Demonstrate oral communication skills required to develop rapport with client
- oral communication skills may include listening, asking questions, providing encouragement, minimising the impact of behaviours of concern
- language used may be English, sign language or community language depending on client group
- Demonstrate literacy competency required to fulfil the procedures of the organisation/service
- language used may be English or community language depending on service/organisation
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines

Evidence Guide
**Critical aspects for assessment**

The individual being assessed must provide evidence of specified essential knowledge as well as skills

**and evidence required to demonstrate this unit of competency:**

This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions

Assessment must include a number of clients with complex needs

---

### Range Statement

**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
- Housing services
- Access to recreation services
- Care and support services
- Transport and communication services

**Complex issues include:**

- Combinations of physical, social, economic and personal factors

**Mechanisms for information collection include:**

- Interviews with clients, family, significant others and carers
- Questionaries
- 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 and cognitive 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
### CHCCS422B Respond holistically to client issues and refer appropriately

#### Unit Descriptor
This unit describes the knowledge and skills required to assess a range of client issues and refer appropriately.

#### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Establish interpersonal relationship with client | 1. Define boundaries and use communication skills that will establish a trusting and respectful relationship  
1.2 Utilise facilitative communication skills to assist the client to identify areas of concern, to prioritise areas for immediate and longer term action and to determine options for action and workable strategies to address their priority areas  
1.3 Share relevant information with client about options and services available to enable them to make informed decisions |
| 2. Identify the range of issues impacting on the client and assess client needs | 2.1 Identify indicators of harm, neglect, abuse or risk of harm  
2.2 Use observations, assessment tools and questioning to identify possible presenting issues  
2.3 Seek information from a range of appropriate sources to determine the range of issues that may be affecting the client within organisation policies and procedures regarding autonomy, privacy and confidentiality  
2.4 Apply organisation procedures for collecting and analysing client information  
2.5 Examine all client information to determine the degree to which other issues may impact on the possible services that can be provided by the organisation |
| 3. Analyse and assess information to determine appropriate course of action to be followed | 3.1 Assess the level of risk to the client and others directly involved using tools approved or adopted by the organisation  
3.2 Follow organisation procedures and address legal requirements and duty of care obligations in responding to indicators of risk of abuse, neglect or harm  
3.3 Identify and prioritise client’s current needs and available sources of assistance  
3.4 Identify organisation’s capacity to meet range of client needs to be addressed  
3.5 Apply accepted procedures to assess the option of bringing in specialist support and continuing to work with the client  
3.6 Share relevant information with client about options and services available to enable them to make informed decisions  
3.7 Provide the client with resources as appropriate  
3.8 Follow relevant State/territory legislation, organisation policies and procedures and duty of care obligations and legislative requirements in responding to indicators of actual or potential risk of abuse, neglect or harm |
| 4. Refer client to other services to provide coordinated support | 4.1 Identify a client’s need for support internal and external to the agency  
4.2 Implement appropriate procedures to address potential emergency or crisis situation  
4.3 Comply with cultural obligations when working with clients  
4.4 Work with the client and significant others where relevant to motivate, support and encourage the client  
4.5 Identify current needs and sources of assistance, and give support as appropriate |
ELEMENT

PERFORMANCE CRITERIA

5. Review effectiveness of services provided to meet client needs

5.1 Review outcomes in accordance with organisation procedures and in consultation with clients, carers and significant others, case managers and other service providers

5.2 Complete document/s as required and in line with organisation procedures

Required Skills and Knowledge

**Essential knowledge:**

- Identification of the impact of issues relating to:
  - mental health
  - child protection - this must include essential underpinning knowledge of dynamics of child abuse, indicators of risk and risk factors
  - domestic violence
  - disability
  - homelessness
  - unemployment
  - alcohol and other drugs (AOD)
  - Knowledge of accepted practices and available referral agencies for working with people experiencing issues related to:
    - mental health
    - child protection
    - domestic violence
    - disability
    - homelessness
    - unemployment
    - AOD
    - any form of crisis

**Essential skills:**

- Apply client management skills to deal with complex needs and difficult or behaviours of concern
- Identify the range of relevant issues that may impact on service delivery
- Develop an implement a plan in conjunction with the client to address their issues
- Provide referral to appropriate services
- Evaluate effectiveness of services
- Operate within duty of care and organisation requirements to address client needs
- Apply interpersonal skills to facilitate client to identify options for change and for addressing their issues
- Demonstrate case work skills to ensure effective assessment, intervention and referral
- Manage information to ensure all records are maintained, stored and accessible
- Apply research skills to ensure a current and correct list of relevant services are readily available to the client
- Provide a brief intervention to raise awareness, share knowledge and help client to think about making changes to improve well being
- Apply crisis intervention and networking skills
- Utilise relevant information technology effectively in line with work health and safety (WHS) guidelines
Evidence Guide

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills

This unit must be assessed after, or in conjunction, with the attainment of competency in the compulsory communication unit within the qualification

Competency must be demonstrated in a real work environment

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance across contexts applicable to the work environment

Consistency in performance should consider the work environment, worker’s role and responsibilities in the workplace

Range Statement

<table>
<thead>
<tr>
<th>Presenting issues include:</th>
<th>A client with secondary or multiple issues who is most likely to present 'first' to the following types of services (for an issue relevant to those services):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• child protection</td>
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<td></td>
<td>• juvenile justice / youth service</td>
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<tr>
<td></td>
<td>• social housing</td>
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<td></td>
<td>• employment service</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators of harm, neglect, abuse or risk of harm</th>
<th>Physical symptoms such as injuries or loss of weight</th>
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<tbody>
<tr>
<td></td>
<td>• Verbal and non-verbal cues</td>
</tr>
<tr>
<td></td>
<td>• Impairment to cognitive functioning caused by acquired brain injury such as loss of memory, inability to concentrate, plan, organise</td>
</tr>
<tr>
<td></td>
<td>• Reports from the individual, carers or other workers</td>
</tr>
<tr>
<td></td>
<td>• Psychological/emotional indicators</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Harm, neglect, abuse or risk of harm includes:</th>
<th>Physical</th>
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<tr>
<td></td>
<td>• Emotional</td>
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<tr>
<td></td>
<td>• Cognitive</td>
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<td></td>
<td>• Psychological</td>
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<td></td>
<td>• Sexual</td>
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<td></td>
<td>• Financial</td>
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<tr>
<th>Appropriate sources (of information) include:</th>
<th>Case notes</th>
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<tbody>
<tr>
<td></td>
<td>• File</td>
</tr>
<tr>
<td></td>
<td>• Other workers</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Harm, neglect, abuse or risk of harm may be from:</th>
<th>Carers</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• Workers/service providers</td>
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<tr>
<td></td>
<td>• Self</td>
</tr>
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<td></td>
<td>• Family or significant others</td>
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<tr>
<td></td>
<td>• Community members</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Responding to indicators of risk of abuse, neglect or harm includes:</th>
<th>Intervention to remove the risk</th>
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<tbody>
<tr>
<td></td>
<td>• Reporting to appropriate personnel</td>
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<td></td>
<td>• Investigating</td>
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<td></td>
<td>• Seeking specialist support/services</td>
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<td></td>
<td>• Referral</td>
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<td></td>
<td>• Following State/territory legislative requirements</td>
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<table>
<thead>
<tr>
<th>Responding to indicators of risk of abuse, neglect or harm</th>
<th>Legislation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• The specific job role</td>
</tr>
</tbody>
</table>

Developed by Bul & Bear Special Assignments for DVA
Review of Veteran's Advocacy Training
Qualifications and Units Appendix 7
| harm will be determined by: | ▪ Organisation procedures  
▪ Family and cultural mores |
| People who are vulnerable and at significant risk may be: | ▪ People with a disability  
▪ People with an acquired brain injury  
▪ Elderly people  
▪ People with mental health issues  
▪ Children and young people  
▪ Babies under one year of age  
▪ Toddlers (children under three years of age)  
▪ People who are homeless  
▪ People in unequal power relationships |
| Non presenting problems or issues are likely to be: | ▪ Alcohol and other drugs  
▪ Mental illness  
▪ Developmental disability  
▪ Acquired Brain Injury  
▪ Abuse and risk of abuse  
▪ Domestic violence  
▪ Homelessness / inadequate housing  
▪ Unemployment  
▪ Juvenile justice issues  
▪ Communicable disease  
▪ Financial difficulties  
▪ New arrival in the country |
| Legal requirements and duty of care obligations include: | ▪ Ethical referral  
▪ Comply with state and territory legislation |
| Significant other may include | ▪ Partners  
▪ Family members  
▪ Carers  
▪ Advocates |
| Approaches to addressing specific issues include applying accepted methodologies, underpinning values and philosophies of the specific areas  
The following notes offer a guide: | ▪ AOD may include knowledge of harm minimisation practices, of the effects of AOD on body system and social relationships, and of the signs and symptoms of intoxication:  
▪ knowledge of groups and agencies in the community who can respond to individuals with AOD problems by providing treatment and detoxification programs is central  
▪ also important is an awareness of personal bias, and models or perspectives on drug use i.e. disease perspective, moral perspective of both the client and of referral agencies  
▪ Mental health may include recognising basic signs and symptoms of anxiety, depression, suicidal impulses, and indicators of mental illness such as hallucinations or delusion:  
▪ knowledge of appropriate referral and intervention services in the community is critical  
▪ Domestic violence may include an understanding of such violence as an abuse of power perpetrated both in a relationship and after separation |
and that such violence takes a number of forms:

- physical and sexual violence, emotional and psychological abuse and economic deprivation
- domestic violence occurs across all groups, cultures and creeds
- the safety and well being of individuals subjected to domestic violence should be of primary concern
- knowledge of groups and agencies in the community who can respond to individuals with domestic violence issues is required
- Child protection requires knowledge of relevant state mandatory reporting legislation and its application
- Child protection also requires knowledge of child development, dynamics of child abuse, risk factors, behavioural/physical indicators of abuse and agencies that respond to child protection matters
- It is vital to recognise that children (particularly infants) in families where abuse of alcohol and other drugs exist are more likely to be at risk of harm
- where there other risk factors such as domestic violence and mental health co exist with AOD issues the potential risk of harm to those children increases significantly
- When working with adult clients who have children, the safety, welfare and well being of the children must be included in all case management practices
- Developmental disability may describe individuals who have a multiplicity of disabilities including difficulty learning, thinking and reasoning, retaining information and forming social relationships
- it is vital to recognise the individuality of developmental disabled persons, their right to age appropriate consultation and to self determination
- needs arising from social isolation and the critical importance of primary care-givers in the lives of developmental disabled persons should also be recognised
- knowledge is required of groups and agencies in the community that can provide advocacy services
- Juvenile justice may include knowledge of adolescent clients and their special need as individuals, within families and as part of a group, including stages of development and social issues affecting youth
- recognition of the vulnerability of young people in their dealings with authority and of the protection that should operate during an investigation or proceeding in relation to an offence is required
- knowledge of groups and agencies in the community that can provide services such as advocacy and legal advice to young people in their dealings with the justice system is essential
- Acquired Brain Injury may include:
- awareness of the causes and effects of ABI
- understanding of the impact of cognitive impairment on the individual and families, including associated grief and loss issues; knowledge of the ABI service system; skills in working with people with behaviours of concern

**Organisation procedures for**

- Questionnaires
| Collecting and analysing client information may include written and oral input to: | - Assessment tools  
- Client profile forms etc |
| --- | --- |
| Procedures to prevent escalation of a potential emergency or crisis situation may include: | - Using calming communication skills  
- Managing and containing emotional responses and escalating behaviour  
- Identify and address source of the issue  
- Discussing the situation with the client  
- Negotiation and mediation  
- Seeking assistance from other workers or client carers  
- Providing physical and visual barriers  
- Evaluating the potential risk of the emergency  
- Implementing specific communication skills including questioning, reflective listening and body language |
| Appropriate procedures to address potential emergency or crisis situation may include: | - Negotiating to prevent escalation  
- Seeking assistance from other people or agencies  
- Immediate referral  
- Intervention to ensure physical safety |
| Other information could include information from: | - The client’s carers and or family  
- Other agencies or workers with knowledge of the client  
- Client files |
| Specialist support may include: | - Health professionals  
- Careers and employment advice  
- Financial counselling  
- Family and relationship counselling  
- Child Protection officers  
- Mental health professional  
- AOD detox, withdrawal and support  
- Child care  
- Centrelink officers |
| All client information would include: | - Behaviour  
- Responses to questions and other information provided by client  
- Physical appearance and acuity  
- File information  
- Information on the client provided by family, carers, other workers, other agencies |
| Accepted procedures to evaluate the benefit to the client of referral include: | - Discussing options with the client, carers and family  
- Checking the availability of services within the organisation  
- Checking the availability and accessibility of other services |
| Brief intervention will be focused on providing de-escalation and emotional support: | - One-to-one approach, private  
- Takes short period of time  
- Can be done by anyone in the team  
- A client led process  
- Opportunistic  
- Used for harm reduction and facilitating behaviour change  
- Carer respite (e.g. for clients with ABI) |
| Organisation policies and procedures may include: | • Incident reporting and documentation  
• Operational guidelines for handling cases involving difficult and behaviours of concern  
• Record-keeping  
• Legal responses |
| --- | --- |
| Decisions to provide a brief intervention will be based on: | • The issues of concern to the client and the stage of decision to change is determined  
• Availability of resources to support the brief intervention  
• Agency and worker mandate and focus |
| Document/s may include: | • Data  
• Case notes  
• Case files  
• Client reports  
• Referral notes |
### CHCDEV001 Confirm client developmental status

#### Unit Descriptor
This unit describes the skills and knowledge required to review the developmental status of a client. Note that the client may be a child or a young person.

#### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Apply knowledge of human development to check client’s developmental status | 1.1 Observe and/or question the client appropriately to obtain information about client’s developmental status  
1.2 Review any available documented information about the client’s developmental status  
1.3 Consult with the client’s carer, family or significant others to gather relevant information where appropriate  
1.4 Apply knowledge of lifespan development theories to clarify client’s development status |
| 2. Identify developmental issues | 2.1 Recognise factors that may have impacted on appearance and behaviour of the client  
2.2 Clarify suitability of community services being delivered in relation to client’s developmental status  
2.3 Consult appropriate person/s to clarify concerns about client’s developmental status  
2.4 Identify potential risk factors associated with developmental issues  
2.5 Recognise and refer potentially serious issues in line with organisational requirements  
2.6 Document developmental issues in line with organisational policies and procedures |
| 3. Check for and respond appropriately to specific issues | 3.1 Check for any issues that may require notification, and report if necessary  
3.2 Check for any indications of other issues that may impact the provision of services and/or require referral  
3.3 Report and document accurately and with the detail required by the organisational policies and procedures |

#### Foundation Skills
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.
CHCORG405E Maintain an effective work environment

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

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Work to achieve identified outcomes</td>
<td>1.1 Define and agree own work roles and responsibilities with appropriate people</td>
</tr>
<tr>
<td></td>
<td>1.2 Develop and implement work plans to ensure:</td>
</tr>
<tr>
<td></td>
<td>o desired outcomes are achieved</td>
</tr>
<tr>
<td></td>
<td>o objectives are met</td>
</tr>
<tr>
<td></td>
<td>o agreed timeframes are met</td>
</tr>
<tr>
<td></td>
<td>o compliance with relevant guidelines and procedures</td>
</tr>
<tr>
<td></td>
<td>o contingencies are managed</td>
</tr>
<tr>
<td></td>
<td>o duty of care responsibilities are met</td>
</tr>
<tr>
<td></td>
<td>o ethical practice</td>
</tr>
<tr>
<td></td>
<td>o the work of the organisation is promoted</td>
</tr>
<tr>
<td>1.3 Where appropriate to work role, incorporate understanding of relevant legislation and awards into workplace practices and decisions</td>
<td></td>
</tr>
<tr>
<td>1.4 Where relevant to work role, provide unpaid workers and others with appropriate training, briefing and supervision</td>
<td></td>
</tr>
<tr>
<td>1.5 Where problems arise in meeting work plans, take appropriate action to re-negotiate or seek assistance</td>
<td></td>
</tr>
<tr>
<td>2. Establish and maintain appropriate work relationships</td>
<td>2.1 Use effective communication and interpersonal skills to ensure all workplace interactions contribute to achievement of organisation objectives and promotion of the community services industry</td>
</tr>
<tr>
<td></td>
<td>2.2 Demonstrate consideration of the full range of individual and cultural differences in workplace relations</td>
</tr>
<tr>
<td></td>
<td>2.3 Deal with any issues related to well being of work colleagues promptly and in accordance with organisation procedures</td>
</tr>
<tr>
<td></td>
<td>2.4 Handle potential and actual conflicts in the workplace to minimise disruption</td>
</tr>
<tr>
<td>3. Facilitate operation of the workgroup</td>
<td>3.1 Actively participate in all team processes to ensure team objectives are met</td>
</tr>
<tr>
<td></td>
<td>3.2 Ensure individual responsibilities within team are achieved to identified standards and timeframes</td>
</tr>
<tr>
<td></td>
<td>3.3 Appropriately inform individuals for whom you are responsible of workplace performance standards</td>
</tr>
<tr>
<td></td>
<td>3.4 Develop and use range of own skills and knowledge as required to enhance team performance</td>
</tr>
<tr>
<td></td>
<td>3.5 Apply appropriate effort to maximise effective communication and to ensure resolution of issues within the team and conflict</td>
</tr>
<tr>
<td>4. Review and develop own performance</td>
<td>4.1 Regularly monitor own performance against workplans, organisation objectives and client needs</td>
</tr>
<tr>
<td></td>
<td>4.2 Seek out and access opportunities for formal and informal development of skills and knowledge to optimise performance</td>
</tr>
</tbody>
</table>
Required Skills and Knowledge

**Essential knowledge:**
- Effective team management
- Importance of principles and practices to enhance sustainability in the workplace, including environmental, economic, workforce and social sustainability
- Legislation relevant to organisation and work carried out
- Organisation mission, philosophy, organisation structure, policies and procedures

**Essential skills:**
- Demonstrate effective team operation
- Manage conflict
- Meet legal, legislative and industrial requirements
- Undertake assessment of own training and development
- Demonstrate application of skills in:
  - team building
  - time management and prioritising
  - work planning and evaluation
  - effective communication and interpersonal relationship
  - motivating, directing and facilitating a work team or group
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues, including appropriate practices to ensure efficient use of resources
- Utilise relevant information technology and workplace equipment effectively in line with work health and safety (WHS) guidelines

**Evidence Guide**

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:* The individual being assessed must provide evidence of specified essential knowledge as well as skills

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

This may include the use of languages other than English and alternative communication systems

Assessment may be conducted over one or more occasions

**Range Statement**

| Team includes: | • Formal and informal arrangements  
|               | • Workgroups including members from outside the organisation |
| The context for creating, maintaining and enhancing productive working relationships includes with: | • Clients  
| | • Peers  
| | • Significant others  
| | • Staff for whom worker is responsible  
| | • Supervisors  
| | • Unpaid workers |
| Guidelines and procedures include: | • Equal employment opportunity  
| | • First aid  
| | • Grievance management  
| | • Harassment  
| | • Infection control  
<p>| | • Work health and safety (WHS) |</p>
<table>
<thead>
<tr>
<th>Workplace behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating, maintaining and enhancing productive working relationships will be carried out within requirements established by:</td>
</tr>
<tr>
<td>• Organisation policy, procedures and standards</td>
</tr>
<tr>
<td>• State and commonwealth legislation</td>
</tr>
</tbody>
</table>
HLTHIR403C Work effectively with culturally diverse clients and co-workers

Unit Descriptor
This unit deals with the cultural awareness required for effective communication and cooperation with persons of diverse cultures.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reflect cultural awareness in work practice</td>
<td>1.1 Demonstrate awareness of culture as a factor in all human behaviour by using culturally appropriate work practices</td>
</tr>
<tr>
<td></td>
<td>1.2 Use work practices that create a culturally and psychologically safe environment for all persons</td>
</tr>
<tr>
<td></td>
<td>1.3 Review and modify work practices in consultation with persons from diverse cultural backgrounds</td>
</tr>
<tr>
<td>2. Accept cultural diversity as a basis for effective workplace and professional relationships</td>
<td>2.1 Show respect for cultural diversity in all communication and interactions with co-workers, colleagues and clients</td>
</tr>
<tr>
<td></td>
<td>2.2 Use specific strategies to eliminate bias and discrimination in the workplace</td>
</tr>
<tr>
<td></td>
<td>2.3 Contribute to the development of workplace and professional relationships based on acceptance of cultural diversity</td>
</tr>
<tr>
<td>3. Communicate effectively with culturally diverse persons</td>
<td>3.1 Show respect for cultural diversity in all communication with clients, families, staff and others</td>
</tr>
<tr>
<td></td>
<td>3.2 Use communication constructively to develop and maintain effective relationships, mutual trust and confidence</td>
</tr>
<tr>
<td></td>
<td>3.3 Where language barriers exist, make efforts to communicate in the most effective way possible</td>
</tr>
<tr>
<td></td>
<td>3.4 Seek assistance from interpreters or other persons as required</td>
</tr>
<tr>
<td>4. Resolve cross-cultural misunderstandings</td>
<td>4.1 Identify issues that may cause conflict</td>
</tr>
<tr>
<td></td>
<td>4.2 If difficulties or misunderstandings occur, consider the impact of cultural differences</td>
</tr>
<tr>
<td></td>
<td>4.3 Make an effort to sensitively resolve differences, taking account of cultural considerations</td>
</tr>
<tr>
<td></td>
<td>4.4 Address any difficulties with appropriate people and seek assistance when required</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

Essential knowledge:

- Availability of resources and assistance within and external to the organisation in relation to cultural diversity issues
- Own cultural conceptions and pre-conceptions and perspective of diverse cultures
- Recognition of cultural diversity in Australian society with many individuals living in many cultures
- Recognition of cultural influences and changing cultural practices in Australia and its impact on diverse communities that make up Australian society
- Recognition of culture as a dynamic social phenomenon
- Recognition of culture as a range of social practices and beliefs evolving over time
- Recognition of impact of cultural practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others
- Recognition of the unique way individuals may experience a culture and respond to past experiences
Recognition that the word 'normal' is a value-laden, excluding concept that often precludes acknowledgment of the diversity of people, their life experiences and situations

The principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices

The role and use of language and cultural interpreters

**Essential skills:**

- Apply culturally respectful practices in the workplace and to demonstrate respect and inclusiveness of culturally diverse people in all work practices
- Form effective workplace relationships with co-workers and colleagues of diverse backgrounds and cultures
- Participate in identifying and implementing culturally safe work practices
- Respond respectfully and sensitively to cultural beliefs and practices that may cause harm
- Sensitively and respectfully communicate with persons of diverse backgrounds and cultures
- Use basic conflict resolution and negotiation skills
- Use effective strategies to address and eliminate discrimination and bias in the workplace

**Evidence Guide**

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills

This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions

Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency

Holistic assessment of this competency unit is encouraged, to ensure application of these skills in conjunction with specific work functions but the unit may be delivered and assessed independently

**Range Statement**

<table>
<thead>
<tr>
<th>Work practices may relate to:</th>
<th>Dealing with persons of diverse gender, sexuality and age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Compliance with duty of care policies of the organisation</td>
</tr>
<tr>
<td></td>
<td>Collection and provision of information</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td>Provision of assistance</td>
</tr>
<tr>
<td></td>
<td>Contact with families and carers</td>
</tr>
<tr>
<td></td>
<td>Physical contact</td>
</tr>
<tr>
<td></td>
<td>Care of deceased persons</td>
</tr>
<tr>
<td></td>
<td>Handling personal belongings</td>
</tr>
<tr>
<td></td>
<td>Provision of food services</td>
</tr>
<tr>
<td></td>
<td><em>Work practices that are culturally appropriate would be non-discriminatory and free of bias, stereotyping, racism and prejudice</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cultural diversity may include:</th>
<th>Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Race</td>
</tr>
<tr>
<td></td>
<td>Language</td>
</tr>
<tr>
<td></td>
<td>Cultural norms and values</td>
</tr>
<tr>
<td></td>
<td>Religion</td>
</tr>
<tr>
<td></td>
<td>Beliefs and customs</td>
</tr>
<tr>
<td></td>
<td>Kinship and family structure and relationships</td>
</tr>
<tr>
<td></td>
<td>Personal history and experience, which may have been traumatic</td>
</tr>
<tr>
<td><strong>Gender and gender relationships</strong></td>
<td><strong>Age</strong></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------</td>
</tr>
</tbody>
</table>

**Communication may be:**
- Verbal
- Appropriate gestures and facial and physical expressions
- Posture
- Written
- Signage
- Through an interpreter or other person

**Strategies to eliminate bias and discrimination may include:**
- Cross cultural work teams
- Cross cultural employee representation on committees
- Workplace free of culturally insensitive literature, posters, signage
- Inclusion in decision-making
CHCINF403E Coordinate information systems

Unit Descriptor
This unit describes the knowledge and skills required to coordinate all aspects of information management including collection, collation, storage and preparation of information in different formats depending on client needs.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gather and record information</td>
<td>1.1 Identify, access and collect appropriate information in order to meet: client needs, specific workplace needs, organisation needs</td>
</tr>
<tr>
<td></td>
<td>1.2 Ensure all processes and procedures promote: confidentiality, Security, integrity of the information</td>
</tr>
<tr>
<td></td>
<td>1.3 Collate, prioritise and store information according to purpose of record and established procedures</td>
</tr>
<tr>
<td></td>
<td>1.4 Ensure information gathered is relevant, accurate and consistent with the organisation’s values and client needs</td>
</tr>
<tr>
<td>2. Prepare and present reports</td>
<td>2.1 Prepare reports to meet: audience/client needs, standard reporting protocols and procedures, organisation criteria</td>
</tr>
<tr>
<td></td>
<td>2.2 Include conclusions and recommendations in reports that are clearly supported by the information gathered and verifiable evidence</td>
</tr>
<tr>
<td></td>
<td>2.3 In preparing reports, use appropriate technology within the operator’s level of expertise and within established guidelines that promote safe working conditions for self and others</td>
</tr>
<tr>
<td></td>
<td>2.4 Circulate reports to key people, assess their feedback for relevance and incorporate into report</td>
</tr>
<tr>
<td></td>
<td>2.5 Present reports to appropriate person/s for implementation in accordance with organisation guidelines</td>
</tr>
<tr>
<td>3. Supervise processes for collection, use, storage and dissemination of information</td>
<td>3.1 Monitor issues arising from day to day operation of information systems and develop solutions cooperatively</td>
</tr>
<tr>
<td></td>
<td>3.2 Provide appropriate training opportunities for staff to ensure effective use of relevant technology</td>
</tr>
<tr>
<td></td>
<td>3.3 Where appropriate, provide advice on complex areas of information</td>
</tr>
<tr>
<td></td>
<td>3.4 Develop processes for dealing with information requests and exchanges</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

**Essential knowledge:**
- Available sources of information
- Appropriate documentation required for specific types of reporting
- Importance of using opportunities to address waste minimisation, environmental responsibility and sustainable practice issues
- Interviewing methods
- Organisation policies and procedures relating to reporting and records systems
- Research methods and information gathering
- The range of report writing which is required of the organisation for internal and external purposes

**Essential skills:**
- Collect, collate and store information
- Prepare and present information in a range of formats to meet the needs of the client
- Demonstrate application of skills in:
- report writing
- a range of oral and written communication skills
- research
- safe and effective use and coordination of relevant technology in line with work health and safety (WHS) guidelines

**Evidence Guide**

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills

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

This may include the use of languages other than English and alternative communications systems

Assessment must include assessment of the normal range of information and presentation of information

**Range Statement**

| Information may be sought from: | • Clients  
| | • Group meetings  
| | • Individuals, including:  
| | • family, support network  
| | • specialists  
| | • stakeholders  
| | • team members  
| | • Other agencies  
| | • Written sources |
| Reports may be: | • Administration files  
| | • Client reports/case notes  
| | • Court reports  
| | • Expenses  
| | • Incident reports  
| | • Log books  
| | • Reports to case management conferences  
| | • Reports to funding, policy or legal bodies  
| | • Timesheets |
| Relevant people will include: | • Community groups/leaders  
| | • External organisations  
| | • Family and support networks of clients  
| | • Inside the organisation  
| | • Specialist organisations  
| | • Team members |
CHCINF407D Meet information needs of the community

Unit Descriptor
This unit describes the knowledge and skills required to work with the community and individuals to identify and address their information needs

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Identify information requirements | 1.1 Employ appropriate mechanisms to identify information requirements of the community and specific groups  
1.2 Collect and maintain current, accurate and comprehensive information on a range of relevant issues/services for the group to ensure information needs will be met  
1.3 Identify gaps or inadequacies in the information base and implement strategies to address them |
| 2. Address information requirements | 2.1 Where possible, access existing information sources to meet individual/community needs  
2.2 Routinely evaluate adequacy of existing information sources and materials to meet needs  
2.3 Where new information materials need to be developed, explore options in consultation with users and stakeholders  
2.4 In planning development of new information/materials, address all aspects of implementation including:  
  o content, structure and relevance  
  o financial, technological and staffing resourcing  
  o staff training needs  
2.5 Implement strategies to continuously improve effectiveness of information materials and systems |

Required Skills and Knowledge

**Essential 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

**Essential skills:**
- Assess information needs of community and/or specific group, analyse current capacity for them to be met and determine requirements for new materials  
- Use and maintain a range of information storage systems  
- Demonstrate application of skills in:  
  - literacy adequate to handle and prepare complex written information  
  - use of relevant information system  
- Identify and promote the importance of using opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

Evidence Guide

**Critical aspects for assessment and evidence required to demonstrate this unit of competency:**
- The individual being assessed must provide evidence of specified essential knowledge as well as skills  
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
Consistency in performance should consider requirements of relevant information systems

**Range Statement**

<table>
<thead>
<tr>
<th>Community may include:</th>
<th>Information systems may refer to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A geographic region</td>
<td>• Electronic networking</td>
</tr>
<tr>
<td>• Current users of the organisation’s services</td>
<td>• Informal and formal arrangements with government departments and non government organisations to obtain information</td>
</tr>
<tr>
<td>• New target groups</td>
<td>• Material produced and provided by and about other organisations and services</td>
</tr>
<tr>
<td>• Special interest groups</td>
<td>• Media</td>
</tr>
<tr>
<td>• Students and researchers</td>
<td>• Subscriptions to publications</td>
</tr>
<tr>
<td>• Users referred by other organisations</td>
<td>• The range of different systems across sectors</td>
</tr>
<tr>
<td>• Workers in other organisations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial and technological resources required for system may include:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Directories and databases, manual and electronic</td>
<td></td>
</tr>
<tr>
<td>• Manual and computerised filing software and hardware</td>
<td></td>
</tr>
<tr>
<td>• Systems operated within the organisation</td>
<td></td>
</tr>
<tr>
<td>• Systems operating in other organisations</td>
<td></td>
</tr>
</tbody>
</table>
CHCNET402B Establish and maintain effective networks

Unit Descriptor
This unit describes the knowledge and skills required to establish and maintain formal and informal groups which directly impact on the effective operation of the organisation

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop cooperative working relationships and strategic alliances with other organisations</td>
<td>1.1 Gather information about relevant services, organisations and key people and store, maintaining currency and accessibility</td>
</tr>
<tr>
<td></td>
<td>1.2 Provide information about own service to other organisations and liaise with staff from relevant organisations on a formal and informal basis to optimise client service delivery</td>
</tr>
<tr>
<td></td>
<td>1.3 Share resources, where possible, with other organisations to overcome duplication in service delivery</td>
</tr>
<tr>
<td>2. Represent the organisation</td>
<td>2.1 Promote a positive image of the organisation at available opportunities</td>
</tr>
<tr>
<td></td>
<td>2.2 Effectively communicate issues, policies and practices of the organisation to a range of audiences in an appropriate format</td>
</tr>
<tr>
<td></td>
<td>2.3 Handle complaints about services in accordance with organisation procedures</td>
</tr>
<tr>
<td>3. Maintain networks</td>
<td>3.1 Maintain networks and other work relationships to provide identifiable benefits for clients and the organisation</td>
</tr>
<tr>
<td></td>
<td>3.2 Apply appropriate time and effort to establishing and maintaining networks to assist achievement of work outcomes</td>
</tr>
<tr>
<td></td>
<td>3.3 Follow protocols for communication between network participants and services including those relating to confidentiality</td>
</tr>
<tr>
<td></td>
<td>3.4 Provide advocacy to develop working relationships between client and other organisations/agencies</td>
</tr>
<tr>
<td></td>
<td>3.5 Identify cultural diversity within networks and ensure communication is appropriate</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

**Essential knowledge:**
- Approaches to networking
- Relevant organisations, services and individuals
- Promotional strategies applicable to the service or organisation
- Funding bodies and lines of contact

**Essential skills:**
- Maintain a network of formal and informal groups relevant to the work situation
- Represent organisation in both formal and informal settings in a positive manner
- Maintain documentation as required, including effective use of relevant information technology in line with work health and safety (WHS) guidelines
- Demonstrate application of skills in:
  - promotion
  - negotiation

**Evidence Guide**

**Critical aspects for assessment and evidence required to demonstrate this unit of competency:**
- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions
This may include the use of languages other than English and alternative communications systems
Assessment must include a range of group settings and networks

**Range Statement**

| Promote a positive image of the organisation include to: | • Internal and external clients  
• Professional networks  
• Managers  
• Funding bodies  
• Political groups  
• Community groups and associations |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Networks include:</td>
<td>• Formal and informal groups which are directly related to work activities or which make a valuable contribution to effective performance</td>
</tr>
</tbody>
</table>
### CHCNET404B Facilitate links with other services

#### Unit Descriptor
This unit describes the knowledge and skills required to liaise and facilitate linkages between community services including specialist and generalist services in the community to ensure support of people in need.

#### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Identify and maintain links with relevant services | 1.1 Gather and store *information on relevant services* as appropriate  
1.2 Identify, develop and maintain communication processes within and across services to establish and maintain inter- and intra-sector links  
1.3 Maintain active participation in relevant networks  
1.4 Maintain information on the organisation's range of services |
| 2. Provide relevant information to services | 2.1 Respond to information requests from other organisations as appropriate  
2.2 Maintain knowledge of and access to internal means of support within own organisation  
2.3 Provide information and resources to support community groups as appropriate  
2.4 Ensure materials and resources provided are relevant and current  
2.5 Seek feedback on the materials and resources and use in developing future materials and resources |
| 3. Work with and support other organisations to enhance service delivery | 3.1 Define the type and level of support to be provided and negotiate with the relevant organisation  
3.2 Maintain appropriate support and contact with people referred  
3.3 Provide information to services in line with organisation confidentiality, consent and privacy policies and procedures  
3.4 Develop and negotiate longer term plans to assist services to operate self-sufficiently |

#### Required Skills and Knowledge

**Essential knowledge:**
- Existing information systems
- Referral networks - criteria and procedures for referral
- Current community services issues
- Language used in community services work
- Range of community services and how to access
- Confidentiality and privacy
- Knowledge specific to working with people from culturally and linguistically diverse backgrounds

**Essential skills:**
- Facilitate effective working relationships within community services and within the general community
- Demonstrate application of skills in:  
  - questioning  
  - active listening  
  - verbal and non-verbal communication  
  - referral  
  - participating and conducting interagency meetings  
  - promotion  
  - negotiation  
  - liaison and networking
- Recognise own limitations and agency boundaries
- Develop and provide information about community services
- Use and coordinate the use of relevant information technology effectively in line with work health and safety (WHS) guidelines

**Evidence Guide**

**Critical aspects for assessment and evidence required to demonstrate this unit of competency:**
The individual being assessed must provide evidence of specified essential knowledge as well as skills

This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

Consistency in performance should consider the community services networking and liaison requirements within the workplace

**Range Statement**

<table>
<thead>
<tr>
<th>Links may be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referral to and from other services</td>
</tr>
<tr>
<td>Telephone contact</td>
</tr>
<tr>
<td>Worker networks</td>
</tr>
<tr>
<td>Informal contacts</td>
</tr>
<tr>
<td>Case conferences</td>
</tr>
<tr>
<td>Inter agency meetings</td>
</tr>
<tr>
<td>Community consultative committees</td>
</tr>
<tr>
<td>Joint projects</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relevant services may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer groups</td>
</tr>
<tr>
<td>Commercial enterprises such as real estate agents, and financial institutions</td>
</tr>
<tr>
<td>Community services departments</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander services</td>
</tr>
<tr>
<td>Employment services</td>
</tr>
<tr>
<td>Community based disability support services</td>
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<td>Income support services</td>
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<td>Accommodation services</td>
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<td>Services specific to the person’s needs</td>
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<td>Trans-cultural</td>
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<td>Religious organisations</td>
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<td>Judicial</td>
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<td>Correctional</td>
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<td>Police</td>
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<td>Emergency services</td>
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<table>
<thead>
<tr>
<th>Information on relevant services may include:</th>
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<tbody>
<tr>
<td>Pamphlets and other information sources</td>
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<tr>
<td>List of all relevant services</td>
</tr>
<tr>
<td>Information on own agency</td>
</tr>
<tr>
<td>Criteria for referral to each agency</td>
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<tr>
<td>Contacts</td>
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<tr>
<td>Information to provide to clients</td>
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<table>
<thead>
<tr>
<th>Support may include:</th>
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<tr>
<td>Visits</td>
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<tr>
<td>Consultations</td>
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<tr>
<td>Joint initiatives</td>
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<tr>
<td>Participation in case conferences</td>
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<tr>
<td>Policies and procedures may include:</td>
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<tr>
<td>Telephone advice</td>
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<tr>
<td>Provision of staff development and training</td>
</tr>
<tr>
<td>Exchanging of reports</td>
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<tr>
<td>Community education</td>
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<tr>
<td>Referral protocols</td>
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</table>

CHDIS301C Work effectively with people with a disability

Unit Descriptor
This unit describes the knowledge and skills required as an introduction to working and communicating with people with a disability

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Demonstrate an understanding of the delivery of quality services for people with disabilities | 1.1 Demonstrate understanding of key issues facing people with disabilities and their carers  
1.2 Work with understanding of the context of policy, regulatory, legislative and legal requirements as they apply to the area of disability work  
1.3 Demonstrate commitment to access and equity principles  
1.4 Take into account personal values and attitudes regarding disability when planning and undertaking work with people with disabilities  
1.5 Demonstrate understanding of different impacts on clients of specific disabilities, including acquired and developmental disabilities |
| 2. Communicate effectively with people with a disability | 2.1 Identify specific communication needs of people with a disability including, where appropriate:  
- identifying and using techniques, devices and aids specific to each person with a disability  
- translation and language interpreters  
- cultural interpreters  
- referral to specialists  
2.2 Identify areas of mistrust or conflict that may require conflict resolution  
2.3 Identify need to include additional people including trusted friends, case workers, family members or adults  
2.4 Select from a range of appropriate communication strategies and employ to:  
- establish rapport  
- exchange information  
- facilitate resolution of issues  
- defuse potentially difficult situations  
2.5 Apply effective communication where appropriate to provide a brief intervention  
2.6 Give feedback and advice in a way which reflects current identified good practice  
2.7 Show due regard to individual differences, needs and rights in communicating with clients and colleagues  
2.8 Communicate referrals to other staff, manager or specialist services as appropriate to ensure duty of care responsibilities are met in situations where break downs in communication occur |
| 3. Demonstrate the capacity to support rights, interests and needs of people with disabilities | 3.1 Demonstrate understanding of strategies that assist people with disabilities to exercise their rights and independence  
3.2 Acknowledge different client requirements and adapt approach to address specific requirements of each person, using positive practices in all interactions with people with disabilities  
3.3 Comply with legal responsibilities and duty of care  
3.4 Report situations that may pose health or safety issues according to |
ELEMENT | PERFORMANCE CRITERIA
--- | ---
organisation procedures
3.5 Apply *different models for working in the sector* as required to meet client needs

4. Demonstrate the capacity to provide support across a range of disability types
4.1 Apply fundamental knowledge of physical and psychological *stages of human development*
4.2 Apply fundamental knowledge of factors that may enhance or inhibit human development
4.3 Demonstrate understanding of a range of support practices for people with an intellectual disability, sensory disability, neurological impairment, acquired brain injury, physical disability or developmental delay
4.4 Demonstrate understanding and application of support practices for a range of types of disability

5. Respond to situations of risk or potential risk to people with disabilities
5.1 Identify and respond to *situations of risk* and report to *appropriate people*
5.2 Report uncharacteristic or inappropriate behaviour
5.3 Report situations of risk which may adversely effect the health of people with disabilities
5.4 Identify indications of possible abuse and/or neglect and report according to organisation policy and protocol

Required Skills and Knowledge

*Essential knowledge:*
- Awareness and understanding of consent and strategies utilised to determine ability to consent
- Awareness of discriminatory actions
- A range of developmental and acquired disabilities, including:
  - acquired brain injury
  - autism spectrum disorder
  - cognitive disability
  - developmental delay
  - intellectual disability
  - neurological impairment
  - physical disability
  - sensory disability, including hearing, vision impairment
  - speech/language disability
- Common risks to safety
- Communication needs, strategies and resources in relation to people with disabilities
- Consumer needs and rights including duty of care
- Different types of requirements likely to be associated with different disabilities
- Fundamental knowledge of stages of biological and psychological development of the human being throughout the lifespan
- Indicators of abuse and/or neglect in relation to people with disabilities
- Networks in the disability sector
- Principles and practices of:
  - access and equity
  - confidentiality
  - empowerment/disempowerment in relation to people with disabilities
- Relevant legislation, regulations and policies, including legalities associated with using restrictive and prohibitive practices
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Role of guardianship board, public trustee and independent advocate
- Varying emotional, relationship building and dependence and independence issues and responses associated with differing life stages
- Underpinning philosophies and values, including:
  - commitment to empowering clients
  - commitment to meeting the needs and upholding the rights of clients
  - community education and capacity building
  - competency and image enhancement as a means of addressing devaluation
  - delivery of person-centred services
  - holistic and client-centred approach
  - practices which focus on the individual person
  - rightful place in community
  - self determination
  - strengths-based support
  - the impact of social devaluation on an individual's quality of life
  - the social model of disability

**Essential skills:**
- the rights and responsibilities of people with disabilities
- stereotypes that may exist about people with disabilities
- the impact of own attitudes on working with people with disabilities
- Make informed observations and report appropriately
- Respond to situations of risk or potential risk
- Apply skills in interpersonal communication with clients and other stakeholders
- Communicate effectively with people with a range of different disabilities
- Recognise and act upon opportunities to enhance sustainability in the workplace

**Evidence Guide**

**Critical aspects for assessment and evidence required to demonstrate this unit of competency:**
The individual being assessed must provide evidence of specified essential knowledge as well as skills
This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
Consistency in performance should consider the particular workplace context

**Range Statement**

<table>
<thead>
<tr>
<th>Context includes:</th>
<th>Stages of human development may relate to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stages of cognitive development</td>
</tr>
<tr>
<td></td>
<td>Stages of physical development</td>
</tr>
<tr>
<td></td>
<td>Stages of psychosocial development</td>
</tr>
<tr>
<td></td>
<td>Access to services for people with disabilities and their carers</td>
</tr>
<tr>
<td><strong>Family and carer issues</strong></td>
<td><strong>Grief and loss</strong></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Support in meeting individual needs and personal goals of people with disabilities</strong></td>
<td></td>
</tr>
</tbody>
</table>

| **Different models for working in the sector may include:** |
|-----------------------------|-------------------|
| **Advocacy** |
| **Behaviour management** |
| **Business services support** |
| **Case management** |
| **Community access** |
| **Community development and education** |
| **Employment support** |
| **Health promotion** |
| **Home based support** |
| **Lifestyle support** |
| **Peer support/self help** |
| **Residential services** |
| **Respite care** |
| **Working with families** |

| **The underpinning values and philosophies of the sector may include:** |
|-----------------------------|-------------------|
| **A holistic and person-centred approach** |
| **Commitment to empowering clients** |
| **Commitment to meeting the needs and upholding the rights of clients** |
| **Community education** |
| **Delivery of appropriate services** |

| **Different client requirements may depend upon:** |
|-----------------------------|-------------------|
| **Type of disability, including:** |
| **cognitive** |
| **intellectual** |
| **physical** |
| **psychiatric** |
| **sensory** |
| **Support availability including:** |
| **education and training** |
| **employment** |
| **family** |
| **financial** |
| **physical, emotional and behavioural** |
| **Presence of a chronic illness/condition** |

| **Policy and legislative requirements include:** |
|-----------------------------|-------------------|
| **Disability Discrimination Act and associated standards** |
| **Disability Service Standards** |
| **Disability Services Acts (Commonwealth and State)** |
| **Equal employment opportunity principles** |
| **Guardianship Board** |
| **Medical legislation** |
| **Medication regulations** |
| **Nurses Act** |
| **Office of the Public Advocate** |
| **Privacy Act** |
| **Restrictive practices legislation** |
| Commitment to access and equity principles includes: | ▪ A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers  
▪ Client oriented culture  
▪ Ensuring the work undertaken takes account of and caters for differences including: cultural, physical, religious, economic, social, developmental, behavioural, emotional and intellectual  
▪ Implementation of person-centred practices |
| Rights include principles expressed in: | ▪ Charters of human rights  
▪ Disability standards  
▪ Freedom from discrimination  
▪ Freedom of information |
| Rights include: | ▪ Access to complaint mechanisms  
▪ Choice to participate  
▪ Common law  
▪ Confidentiality  
▪ Freedom of association  
▪ Friendship  
▪ Privacy  
▪ To be treated in a dignified, safe and comfortable manner  
▪ To express own feelings |
| Interests include: | ▪ Accommodation  
▪ Financial  
▪ Recreation  
▪ Services |
| Appropriate people include: | ▪ Administrators  
▪ Carers  
▪ Colleagues  
▪ Disability services  
▪ Emergency services  
▪ Health care services  
▪ Health workers  
▪ Home and community care services  
▪ Relatives  
▪ Supervisors |
| Respond to situations of risk in the context of the work role may include: | ▪ Identifying risks  
▪ Providing information on risks or potential risks  
▪ Risk minimisation  
▪ Strategies for preventing abuse of people with disabilities |
**CHCAC318B Work effectively with older people**

**Unit Descriptor**
This unit describes the skills and knowledge required by the worker to perform work that reflects understanding of the structure and profile of the residential aged care sector, the home and community sector and key issues facing older people in the community

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply understanding of the structure and profile of the residential aged care sector</td>
<td>1.1 Conduct work that reflects an understanding of the key issues facing older people and their carer/s</td>
</tr>
<tr>
<td></td>
<td>1.2 Conduct work that reflects an understanding of the current philosophies of service delivery in the sector</td>
</tr>
<tr>
<td></td>
<td>1.3 Recognise the impact of ageing demographics on funding and service delivery models</td>
</tr>
<tr>
<td></td>
<td>1.4 Conduct work that reflects an understanding of current legislation</td>
</tr>
<tr>
<td>2. Apply understanding of the home and community care sector</td>
<td>2.1 Demonstrate broad knowledge of policy and programs such as HACC, DVA and Government community care directions</td>
</tr>
<tr>
<td></td>
<td>2.2 Comply with duty of care implementation in home and community settings and worker roles</td>
</tr>
<tr>
<td></td>
<td>2.3 Demonstrate broad knowledge of 'ageing in place'</td>
</tr>
<tr>
<td>3. Demonstrate commitment to the philosophy of 'positive ageing'</td>
<td>3.1 Take into account personal values and attitudes when planning and implementing work activities</td>
</tr>
<tr>
<td></td>
<td>3.2 Recognise and manage ageist attitudes through the support of the appropriate person</td>
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<td></td>
<td>3.3 Recognise the impact of changing expectations of clients, their family and the wider community in relation to service delivery</td>
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<tr>
<td></td>
<td>3.4 Conduct work that reflects an understanding of the individuality of ageing</td>
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<td></td>
<td>3.5 Conduct work that minimises the effects of stereotypical attitudes and myths on the older person</td>
</tr>
<tr>
<td>4. Apply understanding of the physical and psychosocial aspects of ageing</td>
<td>4.1 Outline strategies that the older person may adopt to promote healthy lifestyle practices</td>
</tr>
<tr>
<td></td>
<td>4.2 Take into account physical changes associated with ageing when delivering services</td>
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<tr>
<td></td>
<td>4.3 Recognise and accommodate the older person's interests and life activities when delivering services</td>
</tr>
<tr>
<td></td>
<td>4.4 Assist the older person to recognise the impact physical changes associated with ageing may have on their activities of living</td>
</tr>
<tr>
<td>5. Apply understanding of changes associated with ageing</td>
<td>5.1 Take into account physical changes associated with ageing when delivering services</td>
</tr>
<tr>
<td></td>
<td>5.2 Apply knowledge of common problems associated with ageing when delivering services</td>
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<tr>
<td></td>
<td>5.3 Assist the older person to recognise the impact that changes associated with ageing may have on their activities of living</td>
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<td></td>
<td>5.4 Communicate situations of risk or potential risk associated with ageing to the older person</td>
</tr>
<tr>
<td>6. Support the rights and interests of the older</td>
<td>6.1 Encourage and support the older person and/or their advocate/s to be aware of their rights and responsibilities</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
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<tr>
<td>person</td>
<td>6.2 Conduct work that demonstrates a commitment to <em>access and equity principles</em></td>
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<td></td>
<td>6.3 Adopt strategies to empower the older person and/or their advocate/s in regard to their service requirements</td>
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<td></td>
<td>6.4 Provide information to the older person and/or their advocate/s to facilitate choice in their decision-making</td>
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<td></td>
<td>6.5 Recognise and <em>report</em> to an <em>appropriate person</em> when an older person's rights are not being upheld</td>
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<td>6.6 Provide services regardless of diversity of race or cultural, spiritual, or sexual preferences</td>
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<td>6.7 Provide information to the older person and/or their advocate/s regarding mechanisms for lodging complaints</td>
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<td>6.8 Identify indicators of elder abuse and respond appropriately in line with organisation guidelines</td>
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<tr>
<td>7.</td>
<td>Support the older person who is experiencing loss and grief</td>
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<td></td>
<td>7.1 Recognise signs that older person is experiencing grief and <em>report</em> to <em>appropriate person</em></td>
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<td></td>
<td>7.2 Use appropriate communication strategies when older person is expressing their fears and other emotions associated with loss and grief</td>
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<td></td>
<td>7.3 Provide older person and/or their support network with information regarding relevant support services as required</td>
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<tr>
<td>8.</td>
<td>Deliver services within a quality framework</td>
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<td></td>
<td>8.1 Identify key aspects of the quality framework and how they link together</td>
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<td></td>
<td>8.2 Demonstrate understanding of regulatory/ accreditation quality standards in relation to delivery of services</td>
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<td>8.3 Ensure work practices reflect the organisation's policies and procedures</td>
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<td>8.4 Complete documentation that feeds into the quality system</td>
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<td>8.5 Participate in quality improvement activities</td>
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</table>

**Required Skills and Knowledge**

*Essential knowledge:*

- Ageing demographics
- Basic knowledge and application of quality principles and accreditation standards in aged care and home and community care
- Competency and image enhancement as a means of addressing devaluation
- Contemporary issues facing older people in the community
- Current service delivery models
- Factors influencing service delivery models in the sector
- Foundation knowledge of common physiological, chronic and age-related conditions such as:
  - arthritis and other musculoskeletal problems
  - depression
  - diabetes
  - frailty and deconditioning
  - heart and lung disease
  - incontinence
  - neurological disorders
  - skin disorders including skin cancers
  - stroke
  - vascular disease
Impact of 'normal' ageing on the older person
Knowledge of quality monitoring activities such as audits, collection of data, visits by external bodies
Legislation, regulations and policies relevant to work in the aged care sector, including:
  - settings such as residential and home and community care
  - issues such as elder abuse, drug administration and access and equity
Impact of personal values and attitudes on service delivery
Overview of applicable accreditation or quality standards required by an external regulatory, accreditation or funding body
Overview of the manifestations and presentation of common problems associated with ageing
Own work role and responsibilities
Philosophy of various service delivery models
Physical and psychosocial aspects of ageing in supporting older people to maintain their quality of life
Principles and practices of confidentiality and privacy
Principles of access, equity and client rights when working in the aged care sector
Principles of empowerment and disempowerment
Relevant policies, protocols of the organisation re unit content and work role
Rights and responsibilities of older people and those working in the aged care sector
Relevant care needs and strategies related to common problems associated with ageing
Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
Role of carers
Stages of loss and grief and impact of ageing on person's experiences of loss and grief
Strategies for managing complaints
Strategies for supporting an older person and/or their advocate/s to exercise their rights
Structure and profile of the aged care sector
The impact of social devaluation on an individual's quality of life
The social model of disability
Understanding attitude, stereotypes and false beliefs associated with ageing
Understanding of basic quality management principles such as: people, paper and processes, 'Plan Do Check Act cycle'
Understanding of the ageing process and related physiological/psychological changes

**Essential skills:**
- Adhere to own work role and responsibilities
- Adopt a non-ageist and accepting attitude when working with older people
- Apply the principles of access, equity and client rights when working in the aged care sector
- Follow organisation policies and protocols
- Identify and respond to opportunities for improvement within the organisation's quality system
- Liaise and report to appropriate person/s
- Make informed observations and report appropriately in line with work role
- Recognise signs of deteriorating health and function and refer to supervisor and appropriate health professional
- Record information and complete documentation accurately and in a timely manner
- Apply basic problem solving skills to resolve problems within organisation protocols
- Apply knowledge of physical and psychosocial aspects of ageing in supporting older people
- Apply numeracy skills required to fulfil work role in a safe manner and as specified by the organisation

Industry work roles will require workers to be able to perform basic mathematical functions, such as addition and subtraction up to three digit numbers and multiplication and division of single and
double-digit numbers

- Apply oral communication skills required to fulfil work role in a safe manner and as specified by the organisation. This requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues. Industry work roles will require workers to possess oral communication skills that will enable them to ask questions, clarify understanding, recognise and interpret non-verbal cues, provide information and express encouragement.

- Apply reading and writing skills required to fulfil work role in a safe manner and as specified by the organisation/service. This requires a level of skill that enables the worker to follow work-related instructions and directions and the ability to seek clarification and comments from supervisors, clients and colleagues. Industry work roles will require workers to possess a literacy level that will enable them to interpret international safety signs, read client's service delivery plans, make notations in client records and complete workplace forms and records.

- Recognise and act upon opportunities to enhance sustainability in the workplace.

- Work effectively with clients, colleagues, supervisors and other services/agencies.

**Evidence Guide**

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

The individual being assessed must provide evidence of specified essential knowledge as well as skills.

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

It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings.

Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible.

**Range Statement**

| **Older people may include:** | ▪ Individuals living in residential aged care environments  
|                              | ▪ Individuals living in the community  
|                              | ▪ Prospective individuals to the service or services |
| **Contexts may include:**     | ▪ Older person’s own dwelling  
|                              | ▪ Independent living accommodation  
|                              | ▪ Residential aged care facilities  
|                              | ▪ Community centres  
|                              | ▪ Community/government agencies |

| **Issues facing older people may include:** | ▪ Changes that ageing may bring to:  
|                                               | ▪ physical processes  
|                                               | ▪ cognitive function (including dementia)  
|                                               | ▪ social interaction  
|                                               | ▪ role and family relationships  
|                                               | ▪ living arrangements  
|                                               | ▪ level of independence (financial, community access, self care)  
|                                               | ▪ Loss and grief  
|                                               | ▪ Family carer issues  
|                                               | ▪ Societal attitudes and expectations |

| **Current philosophies of service delivery may:** | ▪ Changing societal expectations (consumerism)  
|                                                 | ▪ Changing political context (policies and initiatives) |
| **include:** | - Changing economic context  
- Impact of ageing demographics |
| **Rights may include:** | - Privacy  
- Confidentiality  
- Dignity  
- Freedom of association  
- Informed choice  
- To lodge a complaint  
- Right to express ideas and opinions  
- To an agreed standard of care |
| **Rights are detailed in:** | - Legislation  
- Residential Care Manual  
- Aged Care Act  
- Industry and organisation service standards  
- Industry and organisation codes of practice and ethics  
- Accreditation standards  
- International and national charters  
- Organisation policy and procedure |
| **Access and equity principles may include:** | - Creation of a client orientated culture  
- Non-discriminatory approach to all individuals using or accessing the service  
- Respect for individual differences |
| **Appropriate person/s may include:** | - Supervisor  
- Member of senior management  
- Colleagues  
- Carers  
- Health professionals  
- External agencies (complaints and advocacy services and professional registering authorities)  
- Law enforcement officer |
| **Report may be:** | - Verbal:  
- telephone  
- face-to-face  
- Non-verbal (written):  
- progress reports  
- case notes  
- incident reports |
CHCCS314B Deliver services to meet personal needs of clients

Unit Descriptor
This unit describes the knowledge and skills required to undertake assessments of clients needs and match to services available

Elements and Performance Criteria

| ELEMENT |
|---------------------------------
| PERFORMANCE CRITERIA |
| 1. Assess client needs to ensure they can be met |
| 1.1 Use appropriate language and interpersonal skills to ensure the diverse needs of clients are identified |
| 1.2 Employ appropriate mechanisms to ensure that all relevant client information is collected |
| 1.3 Seek additional information from specialists as required to assist in assessment of clients |
| 1.4 Ensure all dealings with clients are consistent with organisation standards and practices |
| 1.5 Record and store information collected in accordance with organisation procedures |
| 1.6 Document information about client needs in accordance with accepted organisation procedures to enable professional decisions about provision of relevant services to best address client needs |
| 1.7 Assess client information for complexity, urgency and eligibility to identify priorities for service delivery |
| 1.8 Provide clients with all relevant information about the range of services required and available to them |
| 1.9 Base decisions about client needs on full range of available relevant information |

| 2. Identify and provide for the delivery of services to meet client needs |
| 2.1 Identify services which match to client needs from within and outside the organisation |
| 2.2 Establish and maintain relevant networks to ensure referral of clients to appropriate services |
| 2.3 Assist clients to access targeted services from within and outside the organisation |
| 2.4 Provide clients with information about the services available to them in accordance with organisation procedures |
| 2.5 Work within scope of responsibility, to ensure clients have access to services that meet their needs |
| 2.6 Ensure decisions about targeting client services are based on up to date information about the client and available services |
| 2.7 Identify own limitations in assessing and addressing client needs and, where appropriate, seek assistance from colleagues, senior staff and experts in the area |
| 2.8 Make appropriate referrals to specialist services based on the assessment of client needs |

Required Skills and Knowledge

Essential knowledge:

- Legislative requirements and provisions relevant to area of service delivery and delegated responsibility
- Accepted organisation procedures, systems and practice for client assessment and allocation of services
- Accepted practices for delivery of services to particular clients
• Issues affecting particular client groups including:
  • income/economic
  • health
  • social
  • community support and interaction
  • education and training
  • employment
  • impact of assessment
  • client needs
  • local services available for clients

\textit{Essential skills:}
• Administer organisations’ instruments and mechanisms to assess client needs
• Select appropriate services from a range of services provided by the organisation to match client needs
• Select from other services available in the broader community to address client needs
• Develop and maintain appropriate networks
• Provide referrals to relevant organisations or providers of specialist services
• Apply 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
• Apply literacy competency required to fulfil the procedures of the organisation/service
  Language used may be English or community language depending on service/ organisation
• Demonstrate application of skills in:
  • high level interpersonal skills
  • analysis and judgement
  • risk management

\textit{Evidence Guide}

\textit{Critical aspects for assessment and evidence required to demonstrate this unit of competency:}

The individual being assessed must provide evidence of specified essential knowledge as well as skills
This unit is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
Assessment must include a number of clients

\textit{Range Statement}

\textbf{Clients include:}
• Individual members of the public
• Referred or self referred
• People with specific needs seeking access to services

\textbf{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

\textbf{Client services include:}
• Income, financial and community support services
• Employment services
• Access to recreation services
• Care and support services
• Transport and communication services

\textbf{Complexity includes:}
• Combinations of physical, social, economic and personal factors
| **Information collection mechanisms include:** | Interviews with clients, family, significant others and carers  
| | Questionaries  
| | 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 physical assessments  
| | Specialist services to assist communication with client and identification of their needs  
<p>| | Providers of any of the identified client services required by clients of the organisation |</p>
<table>
<thead>
<tr>
<th>Timings</th>
<th>Heading &amp; Text (Instructional Details)</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td></td>
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<tr>
<td>Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain</td>
<td></td>
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</tr>
<tr>
<td>Activity</td>
<td></td>
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<tr>
<td>Review</td>
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<td></td>
</tr>
<tr>
<td>Explain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timings</td>
<td>Heading &amp; Text (Instructional Details)</td>
<td>Resources</td>
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<tr>
<td>---------</td>
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<td>-----------</td>
</tr>
</tbody>
</table>

Session Code: [code]

AS AT: 2-Jan-15
<table>
<thead>
<tr>
<th>Assessment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard(s) for assessment</strong></td>
</tr>
<tr>
<td><strong>Person / target group to be assessed</strong></td>
</tr>
<tr>
<td><strong>Purpose(s) of assessment</strong></td>
</tr>
<tr>
<td><strong>Context of assessment</strong></td>
</tr>
<tr>
<td><strong>Related documentation to support planning the assessment process</strong></td>
</tr>
<tr>
<td><strong>Summary of evidence required</strong></td>
</tr>
<tr>
<td>Selected assessment methods</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td><strong>Material and physical resource requirements</strong></td>
</tr>
<tr>
<td><strong>Workplace health and safety considerations</strong></td>
</tr>
<tr>
<td><strong>Name of assessor(s)</strong></td>
</tr>
<tr>
<td><strong>Timelines and time periods for evidence collection</strong></td>
</tr>
<tr>
<td><strong>Reasonable adjustments</strong></td>
</tr>
<tr>
<td><strong>Specialist support requirements (for candidates or assessors)</strong></td>
</tr>
</tbody>
</table>
### Other information

<table>
<thead>
<tr>
<th>Assessment plan prepared by:</th>
<th>Position:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment plan approved by:</td>
<td>Position:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
## Assessment Report and Record

<table>
<thead>
<tr>
<th>Unit(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification:</td>
</tr>
<tr>
<td>Candidate name:</td>
</tr>
</tbody>
</table>

### Summary of evidence provided

### Assessor comments:

### Outcome

- [ ] Unit of competency achieved
- [ ] Unit of competency not yet achieved

### Candidate signature:  

### Date:  

### Assessor signature:  

### Date:  

###
## Assessment validation plan

<table>
<thead>
<tr>
<th>Validation purpose</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Validation context</td>
<td></td>
</tr>
<tr>
<td>Validation approach</td>
<td></td>
</tr>
<tr>
<td>Coordinator / leader of validation</td>
<td></td>
</tr>
<tr>
<td>Others involved in validation session</td>
<td></td>
</tr>
<tr>
<td>Date and time of validation session</td>
<td></td>
</tr>
<tr>
<td>Location of validation session</td>
<td></td>
</tr>
</tbody>
</table>
| Components of assessment to be validated | □ Assessment process / system  
□ Assessment plan(s)  
□ Assessment method(s)  
□ Assessment tool(s)  
□ Collected evidence  
□ Assessment decision(s)  
□ Other (please list) |
| Timing of validation | □ Before assessment  
□ During assessment  
□ After assessment |
| Relevant assessment benchmark(s) | □ Benchmarks reviewed |
| Documentation provided for review  
(*attached to this cover sheet*) | □ All documentation reviewed |
| Other information  
(*including actions to be taken by participants prior to validation session*) |  |
Observation Checklist

Candidate name:

Unit(s)

Observer Name:

Date and Time of Observation:

Description of what is being observed:

Materials required for observation:

Instructions for observer:

<table>
<thead>
<tr>
<th>Did the candidate:</th>
<th>Observations</th>
<th>Satisfactory performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>□</td>
<td>□</td>
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<tr>
<td></td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
Overall, the candidate’s performance was:

- [ ] Satisfactory
- [ ] Unsatisfactory
Comments and feedback:

Assessor’s Signature:

Candidate’s Signature:
## Portfolio/Work product

**Candidate name:**

**Unit(s) of competency:**

I declare that the work submitted is my own

**Candidate signature:**

**Instructions to candidate:**

<table>
<thead>
<tr>
<th>Work products presented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qty Req'd</td>
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<tr>
<td></td>
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<tr>
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<tr>
<td></td>
</tr>
</tbody>
</table>

Work products presented
<table>
<thead>
<tr>
<th>Qty Req'd</th>
<th>Description</th>
<th>Evaluation criteria</th>
<th>Satisfactory?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes  No</td>
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</tr>
</tbody>
</table>

Comments/feedback (including additional evidence that is required):

Assessor’s signature: ____________________________ Date: ____________________________
## Pre-assessment briefing

<table>
<thead>
<tr>
<th>Candidate name:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Contact details</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assessor name:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unit(s) of competency to be assessed:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assessment evidence to be provided</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Issues to be covered during briefing</th>
<th>Addressed Y/N</th>
</tr>
</thead>
</table>

I am ready to be assessed and understand that the outcomes and documentation can be accessed by my manager and the RTO.

<table>
<thead>
<tr>
<th>Candidate signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assessor signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>
### Third party report

<table>
<thead>
<tr>
<th>Candidate name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit/Qualification:</td>
<td></td>
</tr>
<tr>
<td>Third Party Name:</td>
<td></td>
</tr>
<tr>
<td>Relationship to Candidate:</td>
<td></td>
</tr>
<tr>
<td>Third Party Contact Details:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aspects of Performance</th>
<th>Satisfactory performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the candidate consistently:</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>☐</td>
</tr>
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<td></td>
<td>☐</td>
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<td>☐</td>
</tr>
</tbody>
</table>
## Tools for assessment validation

### PART A - Validation of assessment plan and process

<table>
<thead>
<tr>
<th>Aspect considered</th>
<th>Yes / No</th>
<th>Notes / suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A documented plan exists for the assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment plan clearly identifies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- the relevant competency standards to be used as assessment benchmarks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- the purpose and aims of the assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- the context of the assessment (i.e., when, where, who, etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- the assessment process / activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- resource requirements for assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- WHS requirements (where appropriate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Special assessment needs (where appropriate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessors are provided with sufficient guidelines and / or instructions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates are provided with clear information (instructions) about what is required / expected of them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The selected assessment methods are appropriate for the unit(s) of competency and client needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The assessment methods are likely to generate sufficient, valid evidence to make a reliable assessment decision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The assessment process is designed to gather evidence of consistent competency over a period of time, using more than one task / source of evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The overall assessment approach can be adapted to meet the specific needs of different candidates if required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The assessment approach is time and cost effective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a clear and reasonable appeals process which candidates are informed about</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Further comments on assessment plan and process</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PART B - Validation of assessment tools and activities

<table>
<thead>
<tr>
<th>Aspect considered</th>
<th>Yes / No</th>
<th>Notes / suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each tool / activity contains clear instructions for assessors and / or candidates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The tools are clearly laid out and relatively simple to use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The tools use appropriate language for the level of the candidates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The assessment activities are based on realistic workplace tasks and contexts, and are at an appropriate level of difficulty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The tools / activities are clearly mapped against the assessment benchmarks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Together the tools cover the required skills and knowledge and address the elements and performance criteria (valid)</td>
<td></td>
<td></td>
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<tr>
<td>Together the tools / activities are designed to show evidence of the key competencies and dimensions of competency (valid)</td>
<td></td>
<td></td>
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<tr>
<td>Together the tools enable consistent judgements to be made by assessors (reliable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example answers are provided for assessors where appropriate to improve reliability</td>
<td></td>
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</tr>
<tr>
<td>Together the tools provide for a fair assessment (not disadvantaging any candidates)</td>
<td></td>
<td></td>
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<tr>
<td>The tools currently address special needs or can be adapted to address special needs (flexible)</td>
<td></td>
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<tr>
<td>Together the tools are designed to gather evidence of consistent competency over a period of time</td>
<td></td>
<td></td>
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<tr>
<td>Each tool / task is version controlled</td>
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</tbody>
</table>

**Additional comments on assessment tools and activities**
## PART C – Validation of assessment evidence and decision

<table>
<thead>
<tr>
<th>Aspect considered</th>
<th>Yes / No</th>
<th>Notes / suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The evidence provided is valid, i.e.,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• addresses all elements and performance criteria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• covers the required skills, knowledge and attitudes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• indicates that skills and knowledge can be applied in a real workplace situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• evidence from different sources is consistent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The evidence provided is sufficient, i.e.,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• competence is demonstrated over a period of time</td>
<td></td>
<td></td>
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<tr>
<td>• demonstrates repeatable competence</td>
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<td></td>
</tr>
<tr>
<td>• demonstrates competence in a range of contexts</td>
<td></td>
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<tr>
<td>The evidence provided is authentic (i.e., the candidate’s own work)</td>
<td></td>
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<tr>
<td>The evidence provided is current (i.e., shows that the candidate currently has the required knowledge skills and attitudes to meet the requirements of the standard)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The evidence was collected using the latest version of the appropriate assessment tools</td>
<td></td>
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<tr>
<td>On the basis of the evidence provided, the assessment decision is correct</td>
<td></td>
<td></td>
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<tr>
<td>All assessment tools (including final assessment record) have been completed accurately, signed and dated where required</td>
<td></td>
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<tr>
<td>The assessor has included clear comments in appropriate locations on the assessment tools</td>
<td></td>
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<tr>
<td>Candidate has been provided with clear feedback on the assessment outcomes and, where necessary, guidance on further actions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional comments on assessment evidence and decision</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART D - Summary of assessment validation outcomes

Note: For details of validation approach, participants, documents, etc, please refer to the ‘Preparation for validation’ form.

Summary of agreed validation findings

<p>| Validation action plan (as agreed during validation session) |</p>
<table>
<thead>
<tr>
<th>#</th>
<th>Recommendation</th>
<th>Responsibility</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Declaration
I have participated actively in this validation process and agree with the findings and outcomes documented above.

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Influence of Stakeholder</td>
<td>Unknown</td>
<td>Little/No Importance</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little/No Influence</td>
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<tr>
<td>Some Influence</td>
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</tr>
<tr>
<td>Moderate Influence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Significant Influence</td>
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<td></td>
</tr>
<tr>
<td>Very Influential</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Meet their needs
Context Setters

Key players

Least important crowd

Show consideration subjects

Power/influence of stakeholders

Interest of stakeholders
Meet their needs
Context Setters
Involve/Consult
Ensure needs and concerns are understood and considered
Obtain feedback on alternatives and/or decisions

Key players
Collaborate/Empower
Partner with on each aspect of the decision
Co-design co-production

Least important crowd
Inform
Provide balanced and objective information
Limited monitoring and management

Show consideration subjects
Consult
Provide feedback on alternatives and/or decisions
<table>
<thead>
<tr>
<th>Influences</th>
<th>Stakeholder category</th>
<th>Stakeholder group</th>
<th>Goals, motivations, and interests</th>
<th>Influence (High, Medium, Low)</th>
<th>Interest (High, Medium, Low)</th>
<th>Action/strategy</th>
<th>Win/win strategies</th>
</tr>
</thead>
</table>