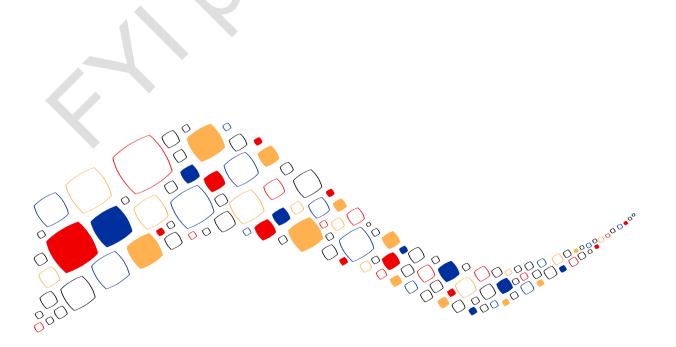# Client Services - Celebrancy

Appendix to Draft 2 Consultation paper – April 2015

Cross sector units appearing in Celebrancy qualification
Please note these units are not open for public consultation or feedback, and are only supplied as a reference.

These units are for information purposes only and not open for public feedback

A list of reviewed cross sector units appears here

CHCCCS017	Provide loss and grief support
CHCCDE002	Develop and implement community programs
CHCCOM002	Use communication skills to build relationships
CHCDIV001	Work with diverse people
CHCLEG001	Work legally and ethically
CHCLEG003	Manage legal and ethical compliance
CHCPAS001	Plan for the provision of pastoral and spiritual care
CHCPAS002	Provide pastoral and spiritual care
CHCPRP003	Reflect on and improve own professional practice

CHCCCS017	**Provide loss and grief support**
Application	This unit describes the skills and knowledge required to recognise and respond to the needs of people who are experiencing loss, grief and bereavement.
	This unit applies to workers in a range of community services and health contexts.
	The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
• Recognise reactions to loss and grief	1.1 Recognise reactions to loss and grief
	1.2 Take into account social, cultural, ethnic and spiritual differences
	1.3 Identify situations where there may be risk to the health and/or safety of the person or other people and make appropriate referrals
	1.4 Identify and assess an individual's suicide risk and where necessary refer to appropriate services
• Engage empathically	2.1 Interact with individuals with empathy, sensitivity, professionalism and courtesy
	2.2 Identify and respect social, cultural, ethnic and spiritual differences
	2.3 Select and use verbal and non-verbal communication approaches that acknowledge the individual's emotional needs
• Offer support and information	3.1 Identify individuals experiencing difficulty in coping with grief and trauma and link or refer them to options for further help as needed
	3.2 Provide information about grief and bereavement support services and resources
	3.3 Identify, suggest or use strategies for formal and informal grief and bereavement support
	3.4 Obtain feedback from individual to confirm that options are clearly understood
	3.5 Maintain confidentiality in line with organisation practices
• Care for self	4.1 Monitor own stress level in relation to working in the area of grief and loss
	4.2 Recognise and minimise risks to self associated with grief and bereavement support
	4.3 Identify and respond to the need for supervision and debriefing
• Review support provided	5.1 Reflect on outcomes during and after support is provided

These units are for information purposes only and not open for public feedback

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
	5.2 Identify where further support is required
	5.3 Review practices for continuous improvement

FOUNDATION SKILLS

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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UNIT MAPPING INFORMATION

No equivalent unit

LINKS

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These units are for information purposes only and not open for public feedback

Assessment Requirements for CHCCCS017 Provide loss and grief support

Performance evidence:

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- responded effectively to at least 3 diverse situations of loss, grief, bereavement or trauma
- engaged with people using effective communication skills at least once that included:
  - empathic listening skills
  - verbal and non-verbal techniques
  - providing information clearly and sensitively
  - obtaining feedback to confirm understanding

Knowledge evidence:

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- spectrum of loss situations, including:
  - primary loss
  - secondary loss
  - cumulative loss
  - integration of loss
- potential impacts at the individual, family and community level, of grief, bereavement and trauma
- features and expressions of grief and how these may vary, including:
  - complex grief
  - disenfranchised grief
- reactions that may indicate risk of suicide and required responses
- how loss, grief and bereavement can impact on social and emotional health and well being
- social, cultural, ethnic and spiritual differences in responses to loss, grief and bereavement
- different contexts and circumstances that may be present prior to loss and their impact on grief and bereavement
- strategies and communication techniques for formal and informal grief and bereavement support
- grief and bereavement care services and information resources
- stress vulnerability model and its application to loss and grief support
- self care strategies and support services for workers
- legal and ethical considerations and how these are applied in an organisation and individual practice, including:
  - duty of care
  - privacy, confidentiality and disclosure
  - work role boundaries – responsibilities and limitations

Assessment conditions:

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including organisation policies, procedures and related documentation to assist in the provision of grief and loss support

These units are for information purposes only and not open for public feedback

- modelling typical workplace conditions and contingencies, including:
    - interactions with people from a diverse range of backgrounds
    - links to other services

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

LINKS

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CHCCDE002	**Develop and implement community programs**

Application

This unit describes the skills and knowledge required to develop community programs to ensure maximum participation.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and have the responsibility of supervision of others.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

- Develop program parameters

  1.1 Analyse issues of wide community concern to develop an agency position and to ascertain the priority for new program

  1.2 Undertake appropriate work to ascertain support, capacity for a coordinated effort and factors which will effect provision of services

  1.3 Undertake research to identify key people, priorities to be addressed, possible strategies and options for action

  1.4 Identify measures and evidence of program plan success and possible risks

  1.5 Develop appropriate plans via participation of relevant communities and stakeholders

- Design programs with the community

  2.1 Develop a program plan which reflects identified parameters and incorporates an evaluation of a range of program options within organisation policy

  2.2 Engage stakeholder participation to determine preferred program options particularly in areas of high priority or with targeted communities

  2.3 Seek help from participating agencies for implementation arrangements

  2.4 Develop and implement promotion and marketing strategies

  2.5 Develop and maintain systems and resources for administrative support of community programs

  2.6 Identify and seek resources

These units are for information purposes only and not open for public feedback

ELEMENT	PERFORMANCE CRITERIA
• Implement programs	3.1 Conduct and evaluate pilots and make adjustments to ensure the program achieves its objectives
	3.2 Implement and monitor in accordance to the plan
• Evaluate programs	4.1 Evaluate program design and outcomes according to criteria and specifications identified in the program plan
	4.2 Use results of evaluation for revision and ongoing development
	4.3 Involve interested and/or relevant people in program evaluation

FOUNDATION SKILLS

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Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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UNIT MAPPING INFORMATION

No equivalent unit

LINKS

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Assessment Requirements for CHCCDE002 Develop and implement community programs

Performance evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- developed, implemented and evaluated at least 1 community program

Knowledge evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- relevant legislation and public policies
- social, community and youth issues
- contemporary economics and politics and their impact on community development
- traditional community development approaches:
  - needs-based
  - gap-based
- principles and practices of contemporary community development approaches and techniques for mobilisation in relation to:
  - asset-based (ABCD)
  - rights-based
- social movements
- sociology fundamentals, including:
  - commonly accepted social theories
  - social inequality
  - sociology of class
  - sociology of gender, including impacts of culture on gender dynamics

Assessment conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

LINKS

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CHCCOM002   **Use communication to build relationships**

Application   This unit describes the skills and knowledge to apply specific

communication techniques to establish, build and maintain relationships with clients, colleagues and other stakeholders based on respect and trust.

This unit applies to work across a range of workplace contexts where workers at all levels may communicate with individuals and/or groups both in person and in writing.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
• Communicate with clients and co-workers	1.1 Identify and use appropriate communication techniques to communicate with clients and colleagues
	1.2 Communicate in a manner that demonstrates respect, accepts individual differences and upholds rights
	1.3 Represent the organisation appropriately and in accordance with communication policies and protocols
	1.4 Provide information to clients and service providers in accordance with communication policies and protocols
• Address communication needs	2.1 Recognise and support communication needs of clients, colleagues and external networks
	2.2 Facilitate access to interpreter and translation services as required
	2.3 Identify and address problems and communication barriers
	2.4 Defuse conflict or potentially difficult situations with clients and colleagues and refer in accordance with organisational requirements
	2.5 Seek and respond to feedback on the effectiveness of communication with clients, colleagues and external networks
• Facilitate meetings	3.1 Develop an agenda and list of invited participants in consultation with appropriate people
	3.2 Communicate details of the meeting to the participants and other stakeholders in accordance with organisation communication protocols
	3.3 Contribute to and follow objectives and agendas for meeting
	3.4 Provide opportunities to fully explore all relevant issues and provide relevant information
	3.5 Use strategies that encourage all members to participate equally, including seeking and acknowledging contributions from all members
	3.6 Implement strategies to ensure the specific communication needs of individuals within the meeting are identified and addressed
	3.7 Facilitate the resolution of conflict between participants
	3.8 Minute or record meeting in accordance with organisation requirements
	3.9 Evaluate meeting processes and identify lessons learned or opportunities for improvement

These units are for information purposes only and not open for public feedback

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FOUNDATION SKILLS

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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UNIT MAPPING INFORMATION

No equivalent unit.

LINKS

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FOUNDATION SKILLS

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

These units are for information purposes only and not open for public feedback

Assessment Requirements for CHCCOM002 Use communication to build relationships

Performance evidence:

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- obtained feedback from 3 clients or colleagues on effectiveness of communication and responded appropriately
- prepared 3 types of written correspondence in accordance with organisation communication protocols
- facilitated resolution of 1 difficult situation with a client, colleague or service provider
- facilitated 1 meeting around a workplace issue

Knowledge evidence:

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- organisation communication policies and protocols
- different communication styles and techniques, and how they impact on interpersonal communication, including:
  - strategies for effective interpersonal communication
  - person centred and rights based approaches
  - cross-cultural communication protocols
  - non-verbal communication cues
  - group processes and dynamics
  - motivational interviewing versus coercive approach
  - collaboration versus confrontation
- communication strategies to:
  - build and maintain relationships and trust
  - facilitate workplace meetings
  - negotiate for optimal outcomes
  - deliver business presentations
  - address barriers
  - solve problems and resolve conflict
- types of interpretation and translation services specific to the client group, and how to access them
- factors that commonly contribute to the development of communication barriers including high emotions, mistrust or misunderstandings
- professional relationship boundaries
- digital media and use in community services and health sector, including:
  - web
  - email
  - social media
  - podcast and videos
  - tablets and applications
  - newsletters and broadcasts
  - intranet
- written correspondence protocols and style guides, including letters, emails, minutes, case notes, reports

Assessment conditions:

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including use of real workplace policies and procedures
- modelling typical workplace conditions, including:
  - interactions with clients and co-workers from a range of diverse backgrounds
  - facilitation of groups of at least 3 people
  - typical workplace reporting processes
  - interpreter and translation services where required
  - use of digital media

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

LINKS
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CHCDIV001   **Work with diverse people**

Application   This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people.

This unit applies to all workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
• Reflect on own perspectives	1.1 Identify and reflect on own social and cultural perspectives and biases
	1.2 Work with awareness of own limitations in self and social awareness
	1.3 Use reflection to support own ability to work inclusively and with understanding of others
	1.4 Identify and act on ways to improve own self and social awareness
• Appreciate diversity and inclusiveness, and their benefits	2.1 Value and respect diversity and inclusiveness across all areas of work
	2.2 Contribute to the development of work place and professional relationships based on appreciation of diversity and inclusiveness
	2.3 Use work practices that make environments safe for all

These units are for information purposes only and not open for public feedback

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
• Communicate with people from diverse backgrounds and situations	3.1 Show respect for diversity in communication with all people 3.2 Use verbal and non-verbal communication constructively to establish, develop and maintain effective relationships, mutual trust and confidence 3.3 Where a language barrier exists, use effective strategies to communicate in the most efficient way possible 3.4 Seek assistance from interpreters or other persons according to communication needs
• Promote understanding across diverse groups	4.1 Identify issues that may cause communication misunderstandings or other difficulties 4.2 Where difficulties or misunderstandings occur, consider the impact of social and cultural diversity 4.3 Make an effort to sensitively resolve differences, taking account of diversity considerations 4.4 Address any difficulties with appropriate people and seek assistance when required

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FOUNDATION SKILLS

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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UNIT MAPPING INFORMATION

No equivalent unit

LINKS

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Assessment Requirements for CHCDIV001 Work with diverse people

Performance evidence:

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- undertaken a structured process to reflect on own perspectives on diversity
- recognised and respected the needs of people from diverse social and cultural backgrounds in at least 3 different situations:
    - selected and used appropriate verbal and non verbal communication
    - recognised situations where misunderstandings may arise from diversity and formed appropriate responses

Knowledge evidence:

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- concepts of cultural awareness, cultural safety and cultural competence and how these impact different work roles
- concepts and definitions of diversity
- own culture and the community attitudes, language, policies and structures of that culture and how they impact on different people and groups
- features of diversity in Australia and how this impacts different areas of work and life:
    - political
    - social
    - economic
    - cultural
- legal and ethical considerations (international, national, state/territory, local) for working with diversity, how these impact individual workers, and the consequences of breaches:
    - discrimination:
        - age
        - disability
        - racial
        - sex
    - human rights:
        - *Universal declaration of human rights*
        - relationship between human needs and human rights
        - frameworks, approaches and instruments used in the workplace
    - rights and responsibilities of workers, employers and clients, including appropriate action when rights are being infringed or responsibilities not being carried out
- key areas of diversity and their characteristics, including:
    - culture, race, ethnicity
    - disability
    - religious or spiritual beliefs
    - gender, including transgender
    - intersex
    - generational
    - sexual orientation/sexual identity - lesbian, gay, bisexual, heterosexual
- key aspects, and the diversity, of Australia's Aboriginal and/or

Torres Strait Islander cultures, including:

- − social, political and economic issues affecting Aboriginal and/or Torres Strait Islander people
- − own culture, western systems and structures and how these impact on Aboriginal and/or Torres Strait Islander people and their engagement with services

- potential needs of marginalised groups, including:
  - − protective factors
  - − physical, mental and emotional health issues/care needs
  - − consideration of impacts of discrimination, trauma, exclusion and negative attitudes

- resources that support individuals and organisations to embrace and respond to diversity
  - − language and cultural interpreters
  - − imagery

- influences and changing practices in Australia and their impact on the diverse communities that make up Australian society

- impact of diversity practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others

Assessment conditions:	Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors. |

LINKS

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CHCLEG001	**Work legally and ethically**
Application	This unit describes the knowledge and skills required to identify and work within the legal and ethical frameworks that apply to an individual job role.

This unit applies to community services and health workers who play a proactive role in identifying and meeting their legal and ethical responsibilities.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian / New Zealand standards and industry codes of practice. |

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
• Identify and respond to legal requirements	1.1 Identify and access sources of information about the legal requirements that apply to the work role
	1.2 Identify the scope and nature of own legal responsibilities
	1.3 Adhere to legal requirements in work practice according to

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.

	workplace policies and procedures and scope of role
	1.4 Recognise potential or actual breaches and report according to organisation procedures
• Identify and meet ethical responsibilities	2.1 Identify and access sources of information about the ethical responsibilities that apply to the work role
	2.2 Identify the scope and nature of own ethical responsibilities
	2.3 Meet ethical responsibilities according to workplace policies and protocols, and scope of role
	2.4 Recognise potential ethical issues and dilemmas, and discuss with an appropriate person
	2.5 Recognise own personal values and attitudes and take into account to ensure non-judgemental practice
	2.6 Use effective problem solving techniques when exposed to competing value systems
	2.7 Recognise unethical conduct and report to an appropriate person
	2.8 Recognise, potential and actual conflicts of interest and take appropriate action
• Contribute to workplace improvements	3.1 Identify situations where work practices could be improved to meet legal and ethical responsibilities
	3.2 Pro-actively share feedback with colleagues and supervisors
	3.3 Identify and take opportunities to contribute to the review and development of policies and protocols

FOUNDATION SKILLS

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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UNIT MAPPING INFORMATION

No equivalent unit

LINKS

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These units are for information purposes only and not open for public feedback

Assessment Requirements for CHCLEG001 Work legally and ethically

Performance evidence:

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- completed workplace activities in accordance with legal and ethical requirements in at least 3 different situations
- developed appropriate responses to at least 3 different legal or ethical issues relevant to the work role
- identified and communicated at least 2 potential work practice improvements designed to enhance workplace responsiveness to legal and ethical requirements

Knowledge evidence:

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 work role. This includes knowledge of:

- legal and ethical considerations (international, national, state/territory, local) for people working in the community services and health context, how these impact individual workers, and the consequences of breaches :
    - children in the workplace
    - codes of conduct
    - codes of practice
    - complaints management
    - continuing professional education
    - discrimination
    - dignity of risk
    - duty of care
    - human rights
        - Universal Declaration of Human Rights
        - relationship between human needs and human rights
        - frameworks, approaches and instruments used in the workplace
    - informed consent
    - mandatory reporting
    - practice standards
    - practitioner / client boundaries
    - privacy, confidentiality and disclosure
    - policy frameworks
    - records management
    - rights and responsibilities of workers, employers and clients
    - specific legislation in the area of work – objectives and key components
    - work role boundaries – responsibilities and limitations
    - work health and safety
- interrelationships, similarities and differences that may exist between legal and ethical frameworks
- legal issues in the context of the work role:
    - type of legal issues that arise
    - ways to respond
- ethical practice in the context of the work role:

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- type of ethical issues that arise
- ways to respond
- workplace policies, procedures and protocols:
  - how they are/ should be developed
  - processes for review, including consultation and mechanisms for input

Assessment conditions:

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - current legislation, regulations and codes of practice
  - workplace policies, procedures and protocols
- modelling of industry operating conditions, including:
  - presence of problem solving activities

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors

LINKS

www.cshisc.com.au

CHCLEG003	**Manage legal and ethical compliance**

Application

This unit describes the skills and knowledge required to research information about compliance and ethical responsibilities, and then develop and monitor policies and procedures to meet those responsibilities.

This unit applies to people working in roles with managerial responsibilities for legal and ethical compliance in small to medium sized organisations. There may or may not be a team of workers involved.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian / New Zealand standards and industry codes of practice.

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
• Research information required for legal compliance	1.1 Identify sources of information about compliance requirements
	1.2 Evaluate own area of work and determine scope of compliance requirements
	1.3 Access information relevant to area of work
	1.4 1dentify risks, penalties and consequences of non compliance
	1.5 Assess and act on need for specialist legal advice
•	
• Determine ethical responsibilities	2.1 Identify the ethical framework that applies to the work context
	2.2 Incorporate scope of practice considerations as part of ethical practice
	2.3 Evaluate responsibilities to workers, clients and the broader community
	2.4 Model ethical behaviour in own work
•	
• Develop and communicate policies and procedures	3.1 Develop and clearly articulate policies and procedures to support legal and ethical practice in readily accessible formats within scope of own job role
	3.2 Integrate documentation and record keeping requirements into policies and procedures
	3.3 Ensure systems protect client information
	3.4 Nominate the roles and responsibilities of different people in meeting requirements as required
	3.5 Distribute policies, procedures and legal information to colleagues and peers as required
•	
• Monitor compliance	4.1 Evaluate work practices for non-compliance on an ongoing basis, and implement modifications
	4.2 Maintain and update accreditations or certifications as required
	4.3 Refer issues or breaches of ethical or legal practice to relevant people
•	
• Maintain knowledge of	5.1 Identify and use opportunities to maintain knowledge of

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
compliance requirements	current and emerging legal requirements and ethical issues
	5.2 Share updated knowledge and information with peers and colleagues.
	5.3 Pro-actively engage in process of review and improvement

FOUNDATION SKILLS

The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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UNIT MAPPING INFORMATION

No equivalent unit

LINKS

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Assessment Requirements for CHCLEG003 Manage legal and ethical compliance

Performance evidence:

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- determined the scope of legal and ethical compliance requirements and developed policies and procedures for at least one workplace or business, incorporating approaches to:
    - management of client information
    - record keeping and documentation
    - industry or professional codes of conduct
    - insurance requirements
- developed strategic response to at least 3 different situations where legal or ethical requirements have been breached

Knowledge evidence:

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. This includes knowledge of:

- legal and ethical frameworks that apply to all workplaces
- features of sector specific legal and ethical frameworks:
    - key practices that are prohibited by law
    - auditing and inspection regimes
    - main consequences of non-compliance
    - need to apply for and licences and associated mandatory training and certification requirements
    - requirements for record keeping and acceptable record keeping mechanisms
    - statutory reporting requirements
    - business insurances required including public liability and workers compensation
    - adherence to codes of conduct
    - requirements to develop and implement plans, policies, codes of conduct or incorporate certain workplace practices
    - rights and responsibilities of employees and employers
    - accreditation requirements
    - codes of conduct
    - other specific action that must be taken for legal compliance.
- legal responsibilities and liabilities of managers and others in different types of organisation
- sources of information and advice on compliance including:
    - local, state, territory or commonwealth government departments or regulatory agencies
    - industry associations
    - plain English documentation that explains legislation
- functions and operating procedures of regulatory authorities of particular relevance to the health and community service sectors
- methods of receiving updated information on requirements
- use of policies and procedures in managing compliance
- formats for policies and procedures and what they should include
- techniques for monitoring compliance

These units are for information purposes only and not open for public feedback

Assessment conditions: Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - current legislation and regulations
  - workplace policies and procedures

- modelling of industry operating conditions, including:
  - use of real or simulated organisation for which the candidate develops policies and procedures
  - integration of problem solving activities

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors

LINKS

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CHCPAS001	**Plan for the provision of pastoral and spiritual care**
Application	This unit describes the skills and knowledge required to prepare for pastoral and spiritual care work either within a specific belief system or in a non-denominational context. Work may be paid or in a volunteer capacity.
	This unit applies to workers who operate under professional supervision and mentoring by senior workers or under relevant lines of authority within the organisation or belief system
	The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
• Prepare for pastoral and spiritual care work	1.1 Identify responsibilities in relation to legislative and regulatory requirements for pastoral and spiritual care work
	1.2 Identify responsibilities in relation to organisation policies and procedures for pastoral and spiritual care work
	1.3 Identify requirements of relevant professional and ethical standards for pastoral and spiritual care work
	1.4 Identify rights and responsibilities of self, employer, clients, families and carers
• Determine pastoral and spiritual care networks and resources	2.1 Identify organisation's full range of pastoral and spiritual care services
	2.2 Identify limitations and parameters of own role
	2.3 Identify organisation escalation and crisis procedures
	2.4 Identify existing and potential opportunities for referral in accordance with organisation procedures
	2.5 Establish relationships with referral network
	2.6 Gather internal and external information sources and resources to support pastoral and spiritual care work
•	
• Establish professional supervision	3.1 Determine supervision and/or mentoring requirements of role in consultation with mentor and/or supervisor
	3.2 Establish rapport and work with mentor and/or supervisor to build trust
	3.3 Receive and act on feedback to improve pastoral care work
	3.4 Review own communication with mentor and/or supervisor to promote professional development

FOUNDATION SKILLS

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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These units are for information purposes only and not open for public feedback

UNIT MAPPING INFORMATION

No equivalent unit

LINKS

www.cshisc.com.au

UNIT MAPPING INFORMATION

No equivalent unit

ASSESSMENT REQUIREMENTS for CHCPAS001 Plan for the provision of pastoral and spiritual care

Performance evidence:	The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- planned for pastoral and spiritual care work including:
  - preparing 1 resource portfolio
  - establishing links with 2 other service providers within the referral network
  - identifying 1 area, and opportunities within that area, for personal or professional development in consultation with pastoral and spiritual care mentor and/or supervisor

Knowledge evidence:

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- legal and ethical considerations for pastoral and spiritual care work and how these are applied to individual practice, including:
  - codes of practice and relevant professional and ethical standards of practice
  - duty of care
  - rights and responsibilities of workers, organisations, clients, families and carers
- issues that breach or impact an individual's rights
- policies, protocols and practices of the organisation in relation to pastoral and spiritual care work role
- relevant records maintenance requirements
- specific denominational or multi-faith requirements in line with accepted organisation protocols, including denominational doctrines, worship and practices
- fundamentals of a range of world religions together with associated religious beliefs and practices
- cultural perspectives on spirituality and major denominational doctrines, worship and practices
- verbal and non-verbal communication techniques including body language, language style, active listening, questioning
- principles and practices for establishing and maintaining appropriate interpersonal relationships
- boundaries and limitations of role
- process for referrals including relevant support agencies

Assessment conditions:

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources
- modelling of industry operating conditions, including a qualified chaplain or pastoral and spiritual care worker as a mentor or professional supervisor

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

LINKS

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CHCPAS002	**Provide pastoral and spiritual care**
Application	This unit describes the skill and knowledge required to identify specific issues and provide appropriate pastoral and spiritual support to a range of clients. Work may be either in a paid or volunteer capacity, across a range of contexts.
	This unit applies to workers who operate under professional supervision and mentoring by senior workers and/or within the lines of authority of the organisation or belief system.
	The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
• Identify ethical, spiritual and pastoral issues requiring support	1.1 Monitor the mental, emotional and spiritual well-being of a client and/or community group
	1.2 Consult with the client and/or community to determine specific issues
	1.3 Research issues and analyse to determine the client's and/or community's needs
	1.4 Analyse the client's and/or community's situation to identify any immediate pastoral and spiritual care requirements
	1.5 Liaise with supervisor and/or coordinating authority to develop a support plan
• Provide individual and/or community support	2.1 Establish a trusting and respectful interpersonal relationship with the clients
	2.2 Provide opportunity for the clients to explore and discuss significant life events and attitudes
	2.3 Provide meaningful ritual, symbol or action relevant to the clients and their rights and needs
	2.4 Provide support to significant others including family members and carers
	2.5 Collaborate with client's support networks, community and/or faith group for ongoing involvement and support
	2.6 Assist other carers and community members to understand the role of pastoral and spiritual care workers
	2.7 Engage in pastoral, ethical and/or spiritual discussion with the client and/or community group
	2.8 Provide pastoral and spiritual support in accordance with organisation protocols and ethical and moral guidelines
	2.9 Identify issues beyond scope of role and escalate or refer in accordance with organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
• Review and reflect on pastoral and spiritual care	3.1 Review provision of support in accordance with standard review procedures
	3.2 Evaluate need for additional support and discuss with supervisor
	3.3 Reflect on own performance and identify ways to improve own practice
• Participate in professional supervision	4.1 Give and receive feedback constructively and positively
	4.2 Act on feedback in collaboration with supervisor and/or mentor
	4.3 Seek advice on potential areas for personal and professional development
• Maintain records	5.1 Document pastoral and spiritual care in accordance with organisation policies
	5.2 Maintain records in accordance with organisation's policies

FOUNDATION SKILLS

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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UNIT MAPPING INFORMATION

No equivalent unit

LINKS

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ASSESSMENT REQUIREMENTS CHCPAS002 Provide pastoral and spiritual care

Performance evidence:	The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:
	• provided pastoral and spiritual support to 3 clients or community groups
	• documented a log of 20 hours of reflection and review of own performance, values and beliefs
	• prepared a *Pastoral Care Verbatim Report* in collaboration with supervising chaplain or pastoral and spiritual care worker
	• performed the activities outlined in the performance criteria of this unit during a period of 100 hours of work in at least 1 organisation or community setting
Knowledge evidence:	The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage the task and manage

contingencies in the context of the work role. These include knowledge of:

- pastoral and spiritual care as a holistic, person-centred approach to care
- professional associations and coordinating authorities for pastoral care and spiritual services
- research tools and techniques
- analysis and interpretation processes
- types of specialised information sources and how to locate them
- challenges, issues and milestones relating to different life stages

Assessment conditions:

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources
- modelling of industry operating conditions, including:
    - use of verbatims to reflect on own provision of pastoral and spiritual care under the mentoring of a qualified chaplain or pastoral and spiritual care worker
    - interactions with clients from a range of backgrounds under the supervision of a qualified chaplain or pastoral and spiritual care worker

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

LINKS

www.cshisc.com.au

| **CHCPRP003** | **Reflect on and improve own professional practice** |

Application

This unit describes the skills and knowledge required to evaluate and enhance own practice through a process of reflection and ongoing professional development.

This unit applies to workers in all industry sectors who take pro-active responsibility for their own professional development.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
• Reflect on own practice	1.1 Undertake self-evaluation in conjunction with supervisors and/or peers
	1.2 Reflect on and recognise the effect of values, beliefs and behaviour in practice
	1.3 Share two-way, open and evaluative feedback with co-workers or peers
	1.4 Actively seek and reflect on feedback from clients, organisations or other relevant sources
• Enhance own practice	2.1 Determine improvements needed based on own evaluation and feedback from others
	2.2 Identify potential support networks both internal and external to the organisation
	2.3 Seek specialist advice or further training where need is identified
	2.4 Recognise requirements for self-care and identify requirements for additional support
	2.5 Devise, document and implement a self development plan that sets realistic goals and targets
• Facilitate ongoing professional development	3.1 Access and review information on current and emerging industry developments and use these to improve practice
	3.2 Assess and confirm own practice against ethical and legal requirements and opportunities
	3.3 Identify and engage with opportunities to extend and expand own expertise
	3.4 Regularly participate in review processes as a commitment to upgrading skills and knowledge

FOUNDATION SKILLS

The Foundation Skills describe those required skills (employability skills, language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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UNIT MAPPING INFORMATION
No equivalent unit.

LINKS
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ASSESSMENT REQUIREMENTS for CHCPRP003 Reflect on and improve own professional practice

Performance evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- undertaken a structured process to reflect on and improve own practice and created 1 personal development plan that includes:
  - goals
  - timeframes
  - ways of measuring progress

Knowledge evidence

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 work role. This includes knowledge of:

- legal and ethical considerations for reviewing and improving own practice, including:
  - codes of practice
  - duty of care
  - rights and responsibilities of workers and employers
  - work role boundaries – responsibilities and limitations
- models and processes of professional reflection
- professional development opportunities, including:
  - industry networking
  - professional associations
  - training requirements and options
  - informal and formal ways of learning and developing
- principles and techniques for:
  - creating a personal development plan
  - personal goal setting
  - setting realistic timeframes
  - measuring progress and performance
- types of work methods and practices which can improve performance
- learning styles and how they relate to different individuals

Assessment conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

LINKS
www.cshisc.com.au