CHC Community Services
Draft 2 - Validation Guide

Community Sector and Development IRC

July – August 2021

Contents

Introduction

SkillsIQ is a not-for-profit Skills Service Organisation (SSO) supporting industry in developing standards to equip the people-facing workforce with the appropriate skills for current and emerging job roles. SkillsIQ is funded by the Department of Education, Skills and Employment to support the Industry Reference Committees (IRCs) responsible for the development and maintenance of Training Packages in the following sectors:

- Aboriginal and Torres Strait Islander Health Worker
- Aged Services
- Ambulance and Paramedic
- Children's Education and Care
- Client Services
- Community Sector and Development
- Complementary Health
- Dental
- Direct Client Care and Support
- Disability Support
- Enrolled Nursing
- First Aid
- Local Government
- Personal Services
- Public Sector
- Sport and Recreation
- Technicians Support Services
- Tourism, Travel and Hospitality
- Wholesale and Retail Services.

IRCs drive the industry-led process of Training Package development and are made up of people with experience, skills, and knowledge within the Community Services sectors. IRCs are responsible for the provision of strategic input and advice that represent the needs of their workforces, and for ensuring that Training Package Products reflect those needs.

Project Background

The Community Sector and Development IRC consulted with its sector's stakeholders in preparation for the development of its 2019 Industry Skills Forecast. That consultation identified a range of factors which have guided the development of this Training Package update, including a rate of annual growth within the sector that has been identified as growing annually beyond 2021.

Responding to and analysing the labour force data which indicated increasing employment opportunities within the Community Services sectors, the IRC decided to review the Qualifications, Skill Sets and Units of Competency listed within this document. Due to the sheer number of Units and their use by other sectors within other Training Packages, IRC members also agreed to form Technical Advisory Committees (TACs) in the areas of *Case Management, Community Development, Child Protection and Youth Services* whose role was to provide specialist input, with the IRC providing overarching strategic input and retaining authority for the final approval of all Training Package components.

This review has included ten Qualifications, six Skill Sets and 65 Units of Competency, contained in the CHC Community Services Training Package under the remit of the Community Sector and Development IRC. The review has been designed to ensure that all content is reflective of the contemporary

requirements of industry, today and into the future. Specifically, in current circumstances, the way in which workers prepare to enter the workforce and acquire the necessary skills must be aligned to actual job roles.

Draft 1

Draft 1 was open for public consultation from Friday, 14 May to Friday, 11 June 2021. Feedback was received via SkillsIQ's proprietary Online Feedback Forum, email submissions and webinars. During the feedback period 687 individual comments were received, and the TACs and IRCs reviewed this feedback which informed the actions required to develop this Draft 2 Validation of the Qualifications, Skill Sets and Units. Draft 1 Training Package Products continue to be available at the following link: https://www.skillsiq.com.au/FeedbackForum/TrainingPackages1/CHCCommunityServices/CommunityServicesDraft1.

Both Draft 1 consultation and Draft 2 validation periods were promoted across SkillsIQ's stakeholder networks and the Community Services sectors, as well as being conveyed to all State Training Authorities and other SSOs for circulation to their respective IRCs and stakeholders, given the cross-sectoral nature of the Community Services Training Package.

A Consultation Guide was also accessible via the Feedback Forum for individuals to download and review.

Draft 2 Validation and Timelines

Draft 2 Validation allows stakeholders the opportunity to again review changes made in the wake of Draft 1 feedback, and to confirm that the resultant Training Package components will meet the needs of industry, prior to submission for endorsement.

National Draft 2 validation will open on Monday, 19 July 2021 and conclude at 5:00pm AEST on Monday, 02 August 2021.

During this period input will be sought on the following components within the scope of this review:
- Qualifications
- Skill Sets
- Units of Competency.

Following the close of validation, feedback will be collated and evaluated by the IRC. This feedback will inform the development of the Final Draft for submission.

Webinars

SkillsIQ will again host webinars to seek stakeholder input.
To register your interest in attending, please click on either of the links below.

CHC - Draft 2 validation - Webinar 1
      Thursday, 22 July 2021 at 2:00pm (AEST)
      To register for this webinar, click here.

CHC - Draft 2 validation - Webinar 2
      Wednesday, 28 July 2021 at 2:00pm (AEST)
      To register for this webinar, click here.

Online Feedback Forum

Feedback can be provided online via the SkillsIQ Online Feedback Forum. The Feedback Forum is designed to capture stakeholder feedback on draft Training Components. It also provides an opportunity for stakeholders to view feedback left by others.

To access the Feedback Forum, please click here. For information on how to use the Feedback Forum, please click here.

Industry Reference and Technical Advisory Committees

To inform the development of Draft 2 validation of the Qualifications, Skill Sets and Units of Competency, the Industry Reference Committee (IRC) received recommendations from the four TACs, who provided:

- guidance at the national level to ensure Training Package Products are flexible and responsive to the changing needs and practices of industry
- specialist advice and strategic direction in relation to stakeholder feedback and issues relevant to their sectors
- views and feedback on behalf of the sectors and organisations they represent
- facilitation of communication and consultation with others, including other members of their organisations, association members and other stakeholder networks.

The aim of all Training Package development is to ensure that input from industry specialists is considered and incorporated into all Training Package Products; that the content reflects current and emerging industry standards and practice; and that industry has access to graduates with both the requisite skills and knowledge relevant to their job roles and familiarity with industry language and terminology.

Update of the Qualifications

- The 2019 Industry Skills Forecast and subsequent stakeholder consultation identified that the current Units of Competency within the Qualifications did not contain adequate coverage of new terminology. These have therefore been updated to ensure continuing alignment with the professional standards required by industry.
- The structure and Packaging Rules pertaining to the Qualifications listed below have been reviewed to ensure they address current industry needs.
- Some of the Qualifications import Units from other Training Packages that have been updated since the last update of this CHC Training Package by the respective IRCs with carriage of the Training Packages in which they sit. These Units have also been reviewed by the TACs and IRC to determine their ongoing suitability for inclusion in the Qualifications and Skill Sets which are subject to this review.
- In instances where revised Units were deemed to be no longer appropriate due to amendments made to them by the IRCs with oversight of the host Training Packages, suitable alternatives have been considered, including the development of new Units of Competency as required.
- Please note that some of Units within the listed Qualifications now have the addition of workplace hours within the Assessment Conditions to ensure graduates have both the requisite skills and adequate practical experience.

The Qualifications which have been reviewed are as follows:
- *CHC40313 Certificate IV in Child, Youth and Family Intervention*
- *CHC40413 Certificate IV in Youth Work*
- *CHC40513 Certificate IV in Youth Justice*

- o *CHC42015 Certificate IV in Community Services*
- o *CHC42115 Certificate IV in Community Development*
- o *CHC50313 Diploma of Child, Youth and Family Intervention*
- o *CHC50413 Diploma of Youth Work*
- o *CHC50513 Diploma of Youth Justice*
- o *CHC52015 Diploma of Community Services*
- o *CHC52115 Diploma in Community Development.*

Please note that the Qualifications above have been listed with their existing TGA Codes.

- Core Units within the Qualifications have been updated to better reflect the current skills and knowledge required within the respective industry sectors.
- Elective Units within the Qualifications have also been updated to include Units of Competency that meet the skills requirements across different settings, and to remove Units which are no longer relevant.

Update to Skill Sets

- The 2019 Industry Skills Forecast and subsequent stakeholder consultation also identified that the listed Skill Sets did not contain adequate coverage of contemporary skills required by industry.

  The Skill Sets have therefore been updated to ensure alignment of standards across the Community Services sectors. In some cases, the mix of Units contained in the Skill Sets has been updated.

  Skill Sets included for Draft 2 validation are as follows:
  - o *CHCSS00061 Provide Family Support Services*
  - o *CHCSS00063 Working with Families*
  - o *CHCSS00073 Case Management*
  - o *CHCSS00074 Child Protection*
  - o *CHCSS00090 Supporting Children and Families with Complex Needs*
  - o *CHCSS00110 Mediation.*

Updates to Units of Competency

- Draft 1 Stakeholder consultation identified that some Units did not contain adequate coverage of new industry terminology and contemporary skills requirements. In Draft 2 validation, the Units have been updated to ensure continuing alignment with industry and professional standards, and some Units now have the addition of workplace hours to address both requisite skills and provide some practical experience.
- The following Units have been updated as the result of Draft 1 stakeholder feedback and recommendations.

Case Management Units
- o *CHCCSM001 Facilitate goal directed planning*
- o *CHCCSM002 Implement case management practice*
- o *CHCCSM003 Work with carers and families in complex situations*
- o *CHCCSM004 Coordinate complex case requirements*
- o *CHCCSM005 Facilitate and review case management*
- o *CHCCSM006 Provide case management supervision*
- o *CHCCSM007 Undertake case management in a child protection framework*
- o *CHCCSM008 Undertake advanced assessment*
- o *CHCDEV001 Confirm developmental status*
- o *CHCDEV002 Analyse impacts of sociological factors on people in community work and services*
- o *CHCDEV003 Analyse information for service planning and delivery*
- o *CHCMED001 Prepare for mediation*

o *CHCMED002 Facilitate mediation*
o *CHCMED003 Consolidate and conclude mediation.*

Community Development Units
o *CHCCDE001 Support collaborative planning processes*
o *CHCCDE002 Develop and implement community programs*
o *CHCCDE003 Work within a community development framework*
o *CHCCDE004 Implement participation and engagement strategies*
o *CHCCDE005 Develop and support community resources*
o *CHCCDE006 Work to empower Aboriginal and or Torres Strait Islander communities*
o *CHCCDE007 Develop and deliver community projects*
o *CHCCDE008 Support community action*
o *CHCCDE009 Develop and support community leadership*
o *CHCCDE010 Develop and lead community engagement strategies to enhance participation*
o *CHCCDE011 Implement community development strategies*
o *CHCCDE012 Work within organisation and government structures to enable community development outcomes*
o *CHCCDE013 Establish and develop community organisations or social enterprises*
o *CHCCDE014 Facilitate the development of community capacity to manage place making*
o *CHCCDE015 Develop and implement a community renewal plan*
o *CHCCDE016 Deliver emergency relief services.*

Child Protection Units
o *CHCPRT001 Identify and report children and young people at risk*
o *CHCPRT002 Support the rights and safety of children and young*
o *CHCPRT003 Work collaboratively to maintain an environment safe for children and young people*
o *CHCPRT004 Work effectively in child protection to support children, young people and families*
o *CHCPRT005 Work within a practice framework*
o *CHCPRT006 Build professional practice and sectoral expertise*
o *CHCPRT007 Provide supervision in the community*
o *CHCPRT008 Provide supervision in a secure system*
o *CHCPRT009 Provide primary residential care*
o *CHCPRT010 Work with children and young people with complex trauma and attachment issues and needs*
o *CHCPRT011 Develop and implement a multi-agency investigation and child risk assessment strategy*
o *CHCPRT012 Undertake and implement planning with at-risk children and young people and their families*
o *CHCPRT013 Support the progress and positive development of young people demonstrating anti-social behaviours*
o *CHCPRT014 Interact with the legal system to protect children*
o *CHCPRT015 Work effectively within youth justice*
o *CHCPRT016 Work in the youth justice environment*
o *CHCPRT017 Support Aboriginal and or Torres Strait Islander young people in youth justice system*
o *CHCPRT018 Prepare young people for reintegration*
o *CHCPRT019 Develop and support youth justice team.*

Youth Services Units
o *CHCYTH001 Engage respectfully with young people*
o *CHCYTH002 Work effectively with young people in the youth work context*
o *CHCYTH003 Support young people to create opportunities in their lives*
o *CHCYTH004 Respond to critical situations*
o *CHCYTH005 Develop and implement procedures to enable young people to address their needs*
o *CHCYTH006 Work with young people to establish support networks*
o *CHCYTH007 Undertake youth work in specific communities*
o *CHCYTH008 Support young people to take collective action*

- o *CHCYTH009 Support youth programs*
- o *CHCYTH010 Provide services for the needs and circumstances of young people*
- o *CHCYTH011 Work effectively with young people and their families*
- o *CHCYTH012 Manage service response to young people in crisis*
- o *CHCPAS001 Plan for the provision of pastoral and spiritual care*
- o *CHCPAS002 Provide pastoral and spiritual care*
- o *CHCSET001 Work with forced migrants*
- o *CHCSET002 Undertake bicultural work with forced migrants in Australia.*

Summary of Changes from Draft 1 to Draft 2

- **Global Issues** - A number of global issues were raised in stakeholder feedback, with diverse and sometimes contradictory viewpoints expressed. These were referred to the relevant TAC'S and Industry Reference Committee for resolution.
- **Qualifications and Units** - In general, the feedback highlighted a number of suggestions to improve the application and delivery of Qualifications and Units. Much of this has been incorporated into the Draft 2 components.
- **Mandatory Work Placement Hours** - In Draft 1, stakeholder feedback proposed that the addition of mandatory work placement hours be added to some Units within Qualifications, and these suggestions were considered by the IRC. Refer to Draft 2 Validation mapping table.
- **Assessment Conditions** - The wording of the Assessment Conditions has been reviewed to ensure consistency and clarity.
- **Terminology** - Terminology used within Draft 2 has been updated to better reflect feedback and industry recommendations.
- **Unit Titles** - Some unit Titles have been changed for technical accuracy or to better describe the applicable environment.
- **Application Statements** - Some Application Statements have been changed to clarify the intent of the Unit.
- **Elements and Performance Criteria** – These have been refined to incorporate clearer technical language.
- **Performance Evidence** - Some requirements have been reworded to improve clarity.
- **Knowledge Evidence** - Unnecessary and obsolete detail has been removed and in some instances the Knowledge Evidence has been further refined to incorporate current industry language.
- **Assessment Conditions** - The wording of the Assessment Conditions has been reviewed to ensure both consistency and clarity.

Consultation Activities

- SkillsIQ will again be undertaking a number of key activities to engage Community Services stakeholders and VET professionals as part of the validation process.
- Feedback is encouraged via the SkillsIQ Online Feedback Forum, accessed by clicking here.
- When accessing the Feedback Forum, please click here to access the 'How-To' guide located on the page. It will provide directions for leaving and submitting comments.

Following the close of Draft 2 validation, all feedback will be collated and evaluated by IRC members and will inform the development of the Final Drafts.

To remain up to date with project developments, please subscribe to SkillsIQ by clicking here.

About this Draft 2 Validation Guide

This Guide, which should be read in conjunction with the Draft 2 training components, provides:

- a list of Draft 2 validation components subject to the current review
- mapping of the Qualifications

- mapping of the Skill Sets
- mapping of the Units, and
- key consultation questions on which SkillsIQ seeks additional feedback to further inform the IRC.

Contact Details

For more information, please contact Vincent Panozzo, Skills Engagement Executive, at vincent.panozzo@skillsiq.com.au or via telephone at 0428 329 396.

Revised Training Package Products

Revised Qualifications

Qualification Code	Qualification Title
CHC40321	Certificate IV in Child, Youth and Family Intervention
CHC40421	Certificate IV in Youth Work
CHC40521	Certificate IV in Youth Justice
CHC42021	Certificate IV in Community Services
CHC42121	Certificate IV in Community Development
CHC50321	Diploma of Child, Youth and Family Intervention
CHC50421	Diploma of Youth Work
CHC50521	Diploma of Youth Justice
CHC52021	Diploma of Community Services
CHC52121	Diploma of Community Development

Revised Skill Sets

Skill Set Code	Skill Set Title
CHCSS00061	Provide Family Support Services
CHCSS00063	Working with Families
CHCSS00073	Case Management
CHCSS00074	Child Protection
CHCSS00090	Supporting Children and Families with Complex Needs
CHCSS00110	Mediation

Revised Units of Competency
Case Management

Unit Code	Unit Title	Prerequisite
CHCCSM001	Facilitate goal directed planning	Nil
CHCCSM002	Implement case management practice	Nil
CHCCSM003	Work with carers and families in complex situations	Nil
CHCCSM004	Coordinate complex case requirements	Nil
CHCCSM005	Facilitate and review case management	Nil

Unit Code	Unit Title	Prerequisite
CHCCSM006	*Provide case management supervision*	*Nil*
CHCCSM007	*Undertake case management in a child protection framework*	*Nil*
CHCCSM008	*Undertake advanced assessments*	*Nil*
CHCDEV001	*Confirm developmental status*	*Nil*
CHCDEV002	*Analyse impacts of sociological factors on people in community work and services*	*Nil*
CHCDEV003	*Analyse information for service planning and delivery*	*Nil*
CHCMED001	*Prepare for mediation*	*Nil*
CHCMED002	*Facilitate mediation*	*Nil*
CHCMED003	*Consolidate and conclude mediation*	*Nil*

Community Development

Unit Code	Unit Title	Prerequisite
CHCCDE001	*Support collaborative planning processes*	*Nil*
CHCCDE002	*Develop and implement community programs*	*Nil*
CHCCDE003	*Work within a community development framework*	*Nil*
CHCCDE004	*Implement participation and engagement strategies*	*Nil*
CHCCDE005	*Develop and support community resources*	*Nil*
CHCCDE006	*Work to empower Aboriginal and or Torres Strait Islander communities*	*Nil*
CHCCDE007	*Develop and deliver community projects*	*Nil*
CHCCDE008	*Support community action*	*Nil*
CHCCDE009	*Develop and support community leadership*	*Nil*
CHCCDE010	*Develop and lead community engagement strategies to enhance participation*	*Nil*
CHCCDE011	*Implement community development strategies*	*Nil*
CHCCDE012	*Work within organisational and government structures to enable community development outcomes*	*Nil*
CHCCDE013	*Establish and develop community organisations or social enterprises*	*Nil*
CHCCDE014	*Facilitate the development of community capacity to manage place making*	*Nil*
CHCCDE015	*Develop and implement a community renewal plan*	*Nil*
CHCCDE016	*Deliver emergency relief services*	*Nil*

Child Protection

Unit Code	Unit Title	Prerequisite
CHCPRT001	*Identify and report children and young people at risk*	*Nil*
CHCPRT002	*Support the rights and safety of children and young people*	*Nil*

Unit Code	Unit Title	Prerequisite
CHCPRT003	Work collaboratively to maintain an environment safe for children and young people	Nil
CHCPRT004	Work effectively in child protection to support children, young people and families	Nil
CHCPRT005	Work within a practice framework	Nil
CHCPRT006	Build professional practice and sectoral expertise	Nil
CHCPRT007	Provide supervision in the community	Nil
CHCPRT008	Provide supervision in a secure system	Nil
CHCPRT009	Provide primary residential care	Nil
CHCPRT010	Work with children and young people with complex trauma and attachment issues and needs	Nil
CHCPRT011	Develop and implement a multi-agency investigation and child risk assessment strategy	Nil
CHCPRT012	Undertake and implement planning with at-risk children and young people and their families	Nil
CHCPRT013	Support the progress and positive development of young people demonstrating anti-social behaviours	Nil
CHCPRT014	Interact with the legal system to protect children	Nil
CHCPRT015	Work effectively within youth justice	Nil
CHCPRT016	Work in the youth justice environment	Nil
CHCPRT017	Support Aboriginal and or Torres Strait Islander young people in youth justice system	Nil
CHCPRT018	Prepare young people for reintegration	Nil
CHCPRT019	Develop and support youth justice team	Nil

Youth Services

Unit Code	Unit Title	Prerequisite
CHCYTH001	Engage respectfully with young people	Nil
CHCYTH002	Work effectively with young people in the youth work context	Nil
CHCYTH003	Support young people to create opportunities in their lives	Nil
CHCYTH004	Respond to critical situations	Nil
CHCYTH005	Develop and implement procedures to enable young people to address their needs	Nil
CHCYTH006	Work with young people to establish support networks	Nil
CHCYTH007	Undertake youth work in specific communities	Nil
CHCYTH008	Support young people to take collective action	Nil
CHCYTH009	Support youth programs	Nil
CHCYTH010	Provide services for the needs and circumstances of young people	Nil
CHCYTH011	Work effectively with young people and their families	Nil
CHCYTH012	Manage service response to young people in crisis	Nil

Unit Code	Unit Title	Prerequisite
CHCPAS001	*Plan for the provision of pastoral and spiritual care*	*Nil*
CHCPAS002	*Provide pastoral and spiritual care*	*Nil*
CHCSET001	*Work with forced migrants*	*Nil*
CHCSET002	*Undertake bicultural work with forced migrants in Australia*	*Nil*

Mapping Guide

Qualification Mapping

A Qualification is mapped as **Equivalent (E)** to another one when it provides the same skill and knowledge outcomes, including when:

- core Units remain the same or are replaced by similar Units which provide the same skill and knowledge outcomes

- numbers of elective Units remain the same or are raised or reduced slightly.

A Qualification is mapped as **Not Equivalent (N)** when it provides different skill and knowledge outcomes, including when:

- Units have been added to the core which provide additional mandatory skills and knowledge outcomes

- Units have been removed from the core which reduce mandatory skill and knowledge outcomes

- a significant number of additional elective Units are required

- Entry Requirements are altered, creating significant differences to the structure of the Qualification.

Advice on equivalence is provided in this Draft 2 Validation Guide. However, equivalency status may be subject to change as a result of subsequent stakeholder feedback.

Qualification Mapping

Existing Qualification Code and Title	Draft 2 Qualification Code and Title	Comment in Relation to Previous Version	Equivalent (E) or Not Equivalent (N)
CHC40313 Certificate IV in Child, Youth and Family Intervention	*CHC40321 Certificate IV in Child, Youth and Family Intervention*	Code change / Changes to Packaging Rules / Removal of *Residential and out of home care* specialisation / Deletions and additions to core and elective Units	N
CHC40413 Certificate IV in Youth Work	*CHC40421 Certificate IV in Youth Work*	Code change / Changes to Packaging Rules / Deletions and additions to core and elective Units	N
CHC40513 Certificate IV in Youth Justice	*CHC40521 Certificate IV in Youth Justice*	Code change / Changes to Packaging Rules / Additions to elective Units	N
CHC42015 Certificate IV in Community Services	*CHC42021 Certificate IV in Community Services*	Code change / Changes to Packaging Rules / Deletions and additions to core and elective Units	N
CHC42115 Certificate IV in Community Development	*CHC42121 Certificate IV in Community Development*	Code change / Additions to elective Units	E

Existing Qualification Code and Title	Draft 2 Qualification Code and Title	Comment in Relation to Previous Version	Equivalent (E) or Not Equivalent (N)
CHC50313 Diploma of Child, Youth and Family Intervention	*CHC50321 Diploma of Child, Youth and Family Intervention*	Code change / Deletions and additions to elective Units / Mandatory Work Placement Hours (MWH) added to CHCCSM005	N
CHC50413 Diploma of Youth Work	*CHC50421 Diploma of Youth Work*	Code change / Changes to Packaging Rules / Deletions and additions to core and Elective Units / MWH added to CHCCSM005	N
CHC50513 Diploma of Youth Justice	*CHC50521 Diploma of Youth Justice*	Code change / Additions to elective Units	E
CHC52015 Diploma of Community Services	*CHC52021 Diploma of Community Services*	Code change / Major changes throughout / Changes to Packaging Rules / Additions to core and elective Units / Addition of *Responding to Family Violence* specialisation / MWH added to CHCCSM005 and CHCCSM008 / total MWH now 250	N
CHC52115 Diploma of Community Development	*CHC52121 Diploma of Community Development*	Code change / Deletions and additions to core and elective Units	N

Skill Set Mapping

A Skill Set is mapped as **Equivalent (E)** to another one when it provides the same skill and knowledge outcomes, including when:
- Units remain the same or are replaced by similar Units which provide the same skill and knowledge outcomes.

A Skill Set is mapped as **Not Equivalent (N)** when it provides different skill and knowledge outcomes, including when:
- Units within the Skill Set have been changed to provide additional or fewer mandatory skills and knowledge outcomes.

Skill Set Mapping

Draft 1 Skill Set Code and Title	Draft 2 Skill Set Code and Title	Comment in Relation to Previous Version	Equivalent (E) or Not Equivalent (N)
CHCSS00061 Provide Family Support Services	*CHCSS00061 Provide Family Support Services*	Removed: *CHCCCS016 Respond to client needs* Added: *CHCYTH011 Work effectively with young people and their families* and *CHCPRT001 Identify and report children and young people at risk*	N
CHCSS00063 Working with Families	*CHCSS00063 Working with Families*	Added: *CHCMHS005 Provide services to people with co-existing mental health and alcohol and other drugs issues*	N
CHCSS00073 Case Management	*CHCSS00073 Case Management*	Removed: *CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety* and *HLTADM001 Administer*	N

		and coordinate Telehealth services	
CHCSS00074 Child Protection	CHCSS00074 Child Protection	Removed: CHCPRT010 Work with children and young people with complex trauma and attachment issues and needs	N
CHCSS00090 Supporting Children and Families with Complex Needs	CHCSS00090 Supporting Children and Families with Complex Needs		E
CHCSS00110 Mediation	CHCSS00110 Mediation		E

Unit of Competency Mapping

A Unit is mapped as **Equivalent (E)** to another one when it provides the same skill and knowledge outcomes, including when:

- Units remain the same or are replaced by similar Units which provide the same skill and knowledge outcomes.

A Unit is mapped as **Not Equivalent (N)** when it provides different skill and knowledge outcomes, including when:

- Elements and Performance Criteria have been changed to provide additional or fewer mandatory skills and knowledge outcomes

- Performance Evidence and/or Knowledge Requirements have been changed to provide additional or fewer mandatory skills and knowledge outcomes.

Case Management

Previous Unit Code and Title	Revised Unit Code and Title	Comment in Relation to Unit E = Equivalent, N = Not Equivalent A = Application, EL = Elements, PE = Performance Evidence, KE = Knowledge Evidence, AC = Assessment Conditions, PC = Performance Criteria	Equivalent (E) or Not Equivalent (N)
CHCCSM001 Facilitate goal directed planning	CHCCSM001 Facilitate goal directed planning	Minor change to A / Major changes to PC / Additions to PE / Additions to KE / Additions to AC	E
CHCCSM002 Implement complex case management practice	CHCCSM002 Implement case management practice	Title change / Minor word changes throughout / Additions to AC	E
CHCCSM003 Work with carers and families in complex situations	CHCCSM003 Work with carers and families in complex situations	Minor word changes throughout / Additions to AC	E
CHCCSM004 Coordinate complex case requirements	CHCCSM004 Coordinate complex case requirements	Minor word changes throughout / Additions to PE and AC	E

Previous Unit Code and Title	Revised Unit Code and Title	Comment in Relation to Unit *E = Equivalent, N = Not Equivalent* *A = Application, EL = Elements, PE = Performance Evidence, KE = Knowledge Evidence, AC = Assessment Conditions, PC = Performance Criteria*	Equivalent (E) or Not Equivalent (N)
CHCCSM005 Develop, facilitate, and review all aspects of case management	*CHCCSM005 Facilitate and review case management*	Title change / Minor change to EL / Minor word changes throughout / Additions to PE and AC / MWH added	N
CHCCSM006 Provide case management supervision	*CHCCSM006 Provide case management supervision*	Minor word changes throughout / Additions to AC	E
CHCCSM007 Undertake case management in a Child protection framework	*CHCCSM007 Undertake case management in a child protection framework*	Changes to EL and PC / Additions to KE / Additions to AC	E
CHCCSM008 Undertake advanced client assessment	*CHCCSM008 Undertake advanced assessments*	Title change / Minor changes to EL and PC / Additions to PE and AC / MWH added	N
CHCDEV001 Confirm client developmental status	*CHCDEV001 Confirm developmental status*	Title change / Minor changes to EL / Additions to PC / Minor changes to KE / Additions to AC	E
CHCDEV002 Analyse impacts of sociological factors on clients in community work and services	*CHCDEV002 Analyse impacts of sociological factors on people in community work and services*	Title change / Minor word changes throughout / Additions to AC	E
CHCDEV003 Analyse client information for service planning and delivery	*CHCDEV003 Analyse information for service planning and delivery*	Title change / Minor word changes throughout / Additions to AC	E
CHCMED001 Prepare for mediation	*CHCMED001 Prepare for mediation*	Minor word changes throughout / Additions to AC	E
CHCMED002 Facilitate mediation	*CHCMED002 Facilitate mediation*	Minor word changes throughout / Additions to AC	E
CHCMED003 Consolidate and conclude mediation	*CHCMED003 Consolidate and conclude mediation*	Minor word changes throughout / Additions to AC	E

Community Development

Previous Unit Code and Title	Revised Unit Code and Title	Comment in Relation to Unit *E = Equivalent, N = Not Equivalent* *A = Application, El = Elements, PE = Performance Evidence, KE = Knowledge Evidence, AC = Assessment Conditions, PC = Performance Criteria*	Equivalent (E) or Not Equivalent (N)
CHCCDE001 Support participative planning processes	CHCCDE001 Support collaborative planning processes	Title change / Changes to A / Major changes and additions to EL, PC, PE and KE / Changes to AC	N
CHCCDE002 Develop and implement community programs	CHCCDE002 Develop and implement community programs	Changes to A / Major changes and additions to PC, PE and KE / Changes to AC	N
CHCCDE003 Work within a community development framework	CHCCDE003 Work within a community Development framework	Word changes to A / Changes and additions to PC, KE / Changes to AC	N
CHCCDE004 Implement participation and engagement strategies	CHCCDE004 Implement participation and engagement strategies	Word changes to A / Changes and additions to PC, KE / Changes to AC	N
CHCCDE005 Develop and support relevant community resources	CHCCDE005 Develop and support community resources	Title change / Minor changes to A / Word changes and minor changes to PC / Minor changes PE / Additions to KE / Changes to AC	E
CHCCDE006 Work to empower Aboriginal and/or Torres Strait Islander communities	CHCCDE006 Work to empower Aboriginal and or Torres Strait Islander communities	Minor word changes throughout / Minor additions to EL and PC / Additions to KE / Changes to AC	E
CHCCDE007 Develop and provide community projects	CHCCDE007 Develop and deliver community projects	Title change / Changes to A / Changes and additions to EL, PC, PE and KE / Changes to AC	E
CHCCDE008 Support community action	CHCCDE008 Support community action	Minor changes to A / Changes and additions to PC / Minor change to PE / Additions to KE / Changes to AC	E
CHCCDE009 Develop and support community leadership	CHCCDE009 Develop and support community leadership	Minor changes to A / Minor changes and additions to PC, PE and KE / Changes to AC	E
CHCCDE010 Develop and lead community engagement strategies to enhance participation	CHCCDE010 Develop and lead community engagement strategies to enhance participation	Minor changes to A / Minor changes and additions to EL, PC and PE and KE / Changes to AC	E
CHCCDE011 Implement community development strategies	CHCCDE011 Implement community development strategies	Minor changes to A / Minor changes and additions to PC and PE / Additions to KE / Changes to AC	E
CHCCDE012 Work within organisation and government structures to enable community	CHCCDE012 Work within organisational and government structures to enable community	Minor changes to A / Changes and additions to PC / Additions to KE / Changes to AC	E

Previous Unit Code and Title	Revised Unit Code and Title	Comment in Relation to Unit E = Equivalent, N = Not Equivalent A = Application, EI = Elements, PE = Performance Evidence, KE = Knowledge Evidence, AC = Assessment Conditions, PC = Performance Criteria	Equivalent (E) or Not Equivalent (N)
development outcomes	*development outcomes*		
CHCCDE013 Establish and develop community organisations or social enterprises	*CHCCDE013 Establish and develop community organisations or social enterprises*	Minor changes to A / Changes and additions to PC / Major additions to KE / Changes to AC	E
CHCCDE014 Facilitate the development of community capacity to manage place making	*CHCCDE014 Facilitate the development of community capacity to manage place making*	Minor changes to A, EL, PC and PE / Changes to AC	E
CHCCDE015 Develop and implement a community renewal plan	*CHCCDE015 Develop and implement a community renewal plan*	Minor changes and additions throughout / Changes to AC	E
CHCCDE016 Deliver emergency relief services	*CHCCDE016 Deliver emergency relief services*	Minor changes throughout / Additions to KE / Changes to AC	E

Child Protection

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit E = Equivalent, N = Not Equivalent A = Application, EI = Elements, PE = Performance Evidence, KE = Knowledge Evidence, AC = Assessment Conditions, PC = Performance Criteria	Equivalent (E) or Not Equivalent (N)
CHCPRT001 Identify and respond to children and young people at risk	*CHCPRT001 Identify and report children and young people at risk*	Title change / Major changes and additions to A, PC and KE / Changes to AC	N
CHCPRT002 Support the rights and safety of children and young	*CHCPRT002 Support the rights and safety of children and young people*	Minor changes throughout / Additions to KE / Changes to AC	E
CHCPRT003 Work collaboratively to maintain an environment safe for children and young people	*CHCPRT003 Work collaboratively to maintain an environment safe for children and young people*	Minor changes and additions throughout / Additions to KE / Changes to AC	E
CHCPRT004 Work effectively in child protection to support children, young people, and families	*CHCPRT004 Work effectively in child protection to support children, young people, and families*	Minor changes and additions throughout / Additions to KE / Changes to AC	E

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit *E = Equivalent, N = Not Equivalent* *A = Application, El = Elements, PE = Performance Evidence, KE = Knowledge Evidence, AC = Assessment Conditions, PC = Performance Criteria*	Equivalent (E) or Not Equivalent (N)
CHCPRT005 Work within a practice framework	*CHCPRT005 Work within a practice framework*	Minor changes and additions throughout / Changes to AC	E
CHCPRT006 Build professional practice and sectoral expertise	*CHCPRT006 Build professional practice and sectoral expertise*	Minor changes and additions throughout / Additions to KE / Changes to AC	E
CHCPRT007 Provide supervision in the community	*CHCPRT007 Provide supervision in the community*	Changes and additions to PC, PE and KE / Changes to AC	N
CHCPRT008 Provide supervision in a secure system	*CHCPRT008 Provide supervision in a secure system*	Changes and additions to PC, PE and KE / Changes to AC	N
CHCPRT009 Provide primary residential care	*CHCPRT009 Provide primary residential care*	Minor changes and additions throughout / Changes to AC	E
CHCPRT010 Work with children and young people with complex trauma and attachment issues and needs	*CHCPRT010 Work with children and young people with complex trauma and attachment issues and needs*	Minor changes and additions throughout / Changes to AC	E
CHCPRT011 Develop and implement a multi-agency investigation and child risk assessment strategy	*CHCPRT011 Develop and implement a multi-agency investigation and child risk assessment strategy*	Minor changes and additions throughout / Changes to AC	E
CHCPRT012 Undertake and implement planning with at-risk children and young people and their families	*CHCPRT012 Undertake and implement planning with at-risk children and young people and their families*	Minor changes and additions throughout / Changes to AC	E
CHCPRT013 Support the progress and development of young people	*CHCPRT013 Support the progress and positive development of young people demonstrating anti-social behaviours*	Title change / Minor changes and additions throughout / Changes to AC	E
CHCPRT014 Interact with the legal system to protect children	*CHCPRT014 Interact with the legal system to protect children*	Minor changes and additions throughout / Changes to AC	E
CHCPRT015 Respond to needs of youth justice clients	*CHCPRT015 Work effectively within youth justice*	Title change / Minor changes and additions throughout / Changes to AC	E

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit *E = Equivalent, N = Not Equivalent* *A = Application, EI = Elements, PE = Performance Evidence, KE = Knowledge Evidence, AC = Assessment Conditions, PC = Performance Criteria*	Equivalent (E) or Not Equivalent (N)
CHCPRT016 Work in the youth justice environment	*CHCPRT016 Work in the youth justice environment*	Minor changes and additions throughout / Changes to AC	E
CHCPRT017 Support Aboriginal and/or Torres Strait Islander young people in youth justice system	*CHCPRT017 Support Aboriginal and or Torres Strait Islander young people in the youth justice system*	Minor Title change / Minor changes and additions throughout / Changes to AC	E
CHCPRT018 Prepare young people for reintegration	*CHCPRT018 Prepare young people for reintegration*	Minor changes and additions throughout / Changes to AC	E
CHCPRT019 Develop and support youth justice team	*CHCPRT019 Develop and support youth justice team*	Minor changes and additions throughout / Changes to AC	E

Youth Services

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit *E = Equivalent, N = Not Equivalent* *A = Application, EI = Elements, PE = Performance Evidence, KE = Knowledge Evidence, AC = Assessment Conditions, PC = Performance Criteria*	Equivalent (E) or Not Equivalent (N)
CHCYTH001 Engage respectfully with young people	*CHCYTH001 Engage respectfully with young people*	Minor changes throughout / Additions to KE / Changes to AC	E
CHCYTH002 Work effectively with young people in the youth work context	*CHCYTH002 Work effectively with young people in the youth work context*	Minor changes and additions throughout / Changes to AC	E
CHCYTH003 Support young people to create opportunities in their lives	*CHCYTH003 Support young people to create opportunities in their lives*	Minor changes throughout / Additions to PC and KE / Changes to AC	E
CHCYTH004 Respond to critical situations	*CHCYTH004 Respond to critical situations*	Minor changes throughout / Additions to PC / Changes to PE and KE / Changes to AC	E
CHCYTH005 Develop and implement procedures to enable young people to address	*CHCYTH005 Develop and implement procedures to enable young people to address*	Minor changes throughout / Changes and additions to EL, PC and KE / Changes to AC	E

Previous Unit Code and Title	New Unit Code and Title	Comment in Relation to Unit *E = Equivalent, N = Not Equivalent* *A = Application, EI = Elements, PE = Performance Evidence, KE = Knowledge Evidence, AC = Assessment Conditions, PC = Performance Criteria*	Equivalent (E) or Not Equivalent (N)
their needs	*their needs*		
CHCYTH006 Work with young people to establish support networks	*CHCYTH006 Work with young people to establish support networks*	Minor changes and additions throughout / Changes to AC	E
CHCYTH007 Undertake youth work in specific communities	*CHCYTH007 Undertake youth work in specific communities*	Minor changes and additions throughout / Changes to AC	E
CHCYTH008 Support young people to take collective action	*CHCYTH008 Support young people to take collective action*	Minor changes and additions throughout / Changes to AC	E
CHCYTH009 Support youth programs	*CHCYTH009 Support youth programs*	Minor changes and additions throughout / Changes to AC	E
CHCYTH010 Provide services for young people appropriate to their needs and circumstances	*CHCYTH010 Provide services for the needs and circumstances of young people*	Title change / Minor changes and additions throughout / Changes to AC	E
CHCYTH011 Work effectively with young people and their families	*CHCYTH011 Work effectively with young people and their families*	Minor changes and additions throughout / Changes to AC	E
CHCYTH012 Manage service response to young people in crisis	*CHCYTH012 Manage service response to young people in crisis*	Minor changes and additions throughout / Changes to AC	E
CHCPAS001 Plan for the provision of pastoral and spiritual care	*CHCPAS001 Plan for the provision of pastoral and spiritual care*	Minor changes throughout / Additions to KE / Changes to AC	E
CHCPAS002 Provide pastoral and spiritual care	*CHCPAS002 Provide pastoral and spiritual care*	Minor changes throughout / Additions to KE / Changes to AC	E
CHCSET001 Work with forced migrants	*CHCSET001 Work with forced migrants*	Minor changes throughout / Additions to KE / Changes to AC	E
CHCSET002 Undertake bicultural work with forced migrants in Australia	*CHCSET002 Undertake bicultural work with forced migrants in Australia*	Minor changes throughout / Additions to KE / Changes to AC	E

Draft 2 Validation - Questions for Consideration

Please note:

Work Placement Hours

Units CHCCSM005 and CHCCSM008 have had mandatory work placement hours added to the Assessment Conditions. This will impact the Qualifications and Skill Sets that contain these Units of Competency.

The following questions have been developed to guide Draft 2 validation feedback.

Diploma of Community Services

Due to the change in the structure of the core of the *Diploma of Community Services*, the *Case Management* specialisation has been removed as these Units are now within the core of the Qualification.

Responding to Family Violence specialisation has now been added to this Qualification. Are the proposed Units in this new specialisation adequate or should other Units be considered?

Certificate IV in Community Services

Should *CHCDFV001 Recognise and respond appropriately to domestic and family violence* be added to the core?

Qualifications

CHC52021 Diploma of Community Services - **Question:** Should 'STATUTORY & FORENSIC' be removed from the specialisation title? *Currently: Statutory & Forensic Child, Youth & Family Welfare*

Are the proposed draft Qualifications suitable in terms of addressing industry needs/requirements?

Skill Sets

CHCSS00063 Working with families - **Question:** Do we need to add a 'DFV' unit to this Skill Set and if so which one?

CHCSS00090 Supporting children and families with complex needs - **Question:** Is CHCCCS024 Support individuals with autism spectrum disorder, to specific for this Skill Set?

Do the proposed draft Skill Sets address industry requirements?

Units of Competency

Are all the draft Units required?

Titles and Application Statements - Units of Competency

Do the Titles reflect the skills being described?

Are there Titles that could be altered to address the tasks more accurately?

Does the Application Statement accurately describe the skills?

Elements and Performance Criteria

Do the Elements and Performance Criteria accurately describe the job role requirements?

Do the Performance Criteria adequately describe the level of required proficiency?

Performance Evidence

Does the required Performance Evidence prove that a person is competent?

Is the suggested volume (sufficiency) of evidence appropriate?

Are the Statements clear?

Would assessors understand exactly what is required?

Knowledge Evidence

Is the Knowledge Evidence specific enough?

Are the breadth and depth of knowledge satisfactory?

Is the Knowledge Evidence described in such a way that assessors will understand the scope?

Assessment Conditions

Are the nominated environments appropriate?

Are the statements regarding the Assessment Conditions clear?

Would assessors understand what they must provide?

Appendix A: Training Package Unit of Competency Terminology Guide

Units of Competency specify the skills and knowledge a learner needs in order to complete a work task. Each Unit of Competency has associated Assessment Requirements which detail what a learner must demonstrate and know in order to be deemed competent, along with any special conditions which apply to the assessment of competency.

UNIT CODE	Unique Code which identifies the Unit of Competency
UNIT TITLE	The Unit Title is a brief statement of the outcome of the Unit of Competency, i.e., what the task is that learners will be able to complete once they are deemed competent
APPLICATION	The Application summarises: • the content of the Unit of Competency and the skill area it addresses • any relationship with other Units of Competency • any licensing requirements or relevant legislation • the Unit of Competency's scope, purpose and operation in different contexts – for example, by showing how it applies in the workplace.
PREREQUISITE UNIT	Prerequisites are other Units of Competency or in some cases licences, etc. that a learner must complete before undertaking this Unit of Competency. This may be in order to provide underpinning skills or knowledge that is essential for a learner to undertake this Unit.
ELEMENTS	The Elements are the basic themes of the Unit of Competency. They describe the significant functions that form part of the work task that the Unit of Competency covers.
PERFORMANCE CRITERIA	The Performance Criteria specify the required steps that enable the learner to undertake the work task.
Assessment Requirements	
PERFORMANCE EVIDENCE	Identifies what a learner must demonstrate in order to be deemed competent at the work task.
KNOWLEDGE EVIDENCE	Identifies what a learner needs to know to perform the work task effectively.

ASSESSMENT CONDITIONS	Assessment Conditions provide the context for the Unit of Competency, describing essential operating conditions that must be present for assessment, depending on the work situation, needs of the candidate, accessibility of the items required, and local industry and regional contexts. They may specify any of the following: • The conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment or tools • Whether or not the Unit must be assessed in the workplace or may also be assessed via simulation • Resource implications – for example, access to particular equipment, infrastructure or situations • Any required characteristics of the assessor, e.g. whether the assessor must hold a higher Qualification in that field, etc.