



Community Services & Health Industry Skills Council

Background Information for New Steering Committee Members For

Family Counsellors, Family Dispute Resolution Practitioners and workers in Children's Contact Services Project

June 2005

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Background of the Project

The Community Services and Health Industry Skills Council have been awarded a project from the Attorney General's Department (AGD), Family Pathways Branch to develop a national competency framework for workforce planning for Family Counsellors, Family Dispute Resolution Practitioners and workers in Children's Contact Services. The need has been identified to achieve vocational/job outcomes for workers in these job roles by developing competency standards and qualifications, and supporting their work under a national structure. The competency standards/qualifications will cover a wide range of workers and is planned to be included in the CHC02 – Community Services Training Package.

The Family Pathways Branch is responsible for the development and promotion of services that assist separating families, particularly services that assist separating and divorcing parents to resolve their issues and reach agreements that are in the best interests of their children. The Branch works with other relevant agencies to improve access to information and services and to implement the vision of an integrated family law system that is flexible and builds individual and community capacity to achieve the best possible outcomes for families.

This project will overall aim to meet the following outcomes:

- Define the skills profile of the identified workforce;
- Develop new/and or existing competencies and new qualifications;
- Develop a strategy to embed industry skills development in quality processes;
- Conduct a skills analysis to define new and emerging skills required for new service models;
- Develop an Implementation and Rollout Strategy (including a Recognition Assessment Process).

With the recent announcement by the AGD of its' biggest ever investment into the family law system of \$397.2 million, the Skills Council has entered into a partnership to address the potential skills shortages in this area and to develop a recognition process for existing Child and Family Counsellors and Mediators.

Target Audience for the Project

1) Practitioners who facilitate the management of family conflict may work for a variety of organisations or may work individually; have varied educational and training backgrounds; and may belong to a range of existing professional groups. In searching for guidance about setting and monitoring standards, it is therefore important to consider existing systems within Australia (including those within professional organisations) as well as systems beyond Australia and outside the field of mediation. Nevertheless, many relevant standards are to be found in the area of mediation, particularly family-related mediation.

(2) The potential audience for the project outcomes includes family counsellors, family dispute resolution and children's contact services workers in the following programs jointly funded by AGD and the Department of Family and Community Services (FaCS), administered by FaCS and delivered by community agencies:

All funded by AGD:

- Children's Contact Services
- Contact Orders Program
- Conciliation Services
- Primary Dispute Resolution
- Family Relationships Mediation

Jointly funded:

- Family Relationships Counselling

All funded by FaCS:

- Family Relationships Skills Training
- Men and Family Relationships Services
- Specialised Family Violence Services
- Adolescent Mediation and Family Therapy
- Family Relationships Education

Project Implementation Imperatives

The imperatives for the implementation of a quality training and assessment system for Family and Child Counsellors and Dispute Resolution Practitioners and Children's Contact Services include to:

- protect the consumers of Primary Dispute Resolution (PDR) services from poor quality or risky practice;
- ensure consistency of PDR service delivery amongst interdisciplinary practitioners;
- provide a balance between the need for competition, regulation and consumer protection;
- promote the best interests of the child;
- promote a dynamic and innovative dispute resolution field, by, for example, facilitating continuous improvement in practices;
- provide a transparent, valid and reliable means for approving and authorising organisations and individuals under the Family Law Act;
- improve access to PDR services that are covered by the Act and recognised by courts and other professions, especially in regional, rural and remote communities, and in culturally and linguistically diverse communities;
- facilitate the best match between client and services, practitioners and approaches;
- provide an environment that best progresses government strategic directions on family law, family relationships, and PDR;
- ensure that the principles of the National Competition Policy are met, that there is a level playing field and that there is contestability and fair and open competition between practitioners; and
- ensure that the principles established by the Council of Australian Governments (COAG) Committee on Regulatory Reform are met - that is, when considering regulatory review, regulatory burden should be minimised, costs and benefits should be quantified, compliance strategies should be at the lowest cost to all parties, secondary effects should be considered, standards should be contained in appendices rather than in the instruments themselves, and it should be performance-based.

Project Implementation Strategy(s)

Strategy 1: The New Qualifications Strategy

- Identify the key stakeholders actively involved in the promotion of a skilled and accredited workforce in the areas of Family Counselling, Family Dispute Resolution and Children's Contact Services.
- Define the skills profile of the identified workforce
- Develop new and/or existing competencies and new qualifications for workers involved in Family Counselling (intact and separating families), workers involved in working with families in the dispute resolution area and workers in the Children's Contact Services
- Develop a strategy to embed industry skills development in quality processes
- Conduct a skills analysis to define new or emerging skills required for new service models

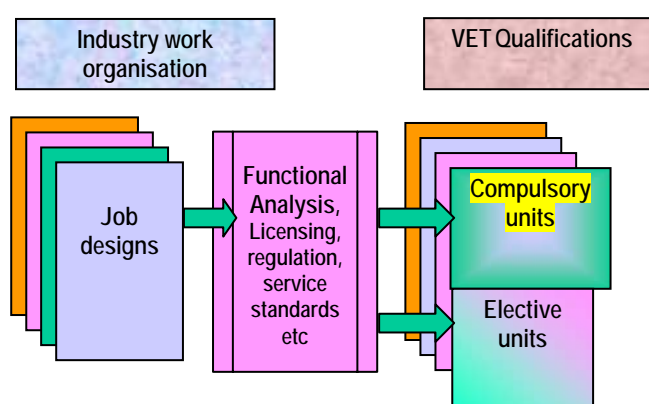
Strategy 2: The Quality Assessment & Training Strategy

- Develop a Recognition Process for Family Counsellors, Family Dispute Resolution Practitioners and those in Children Contact Services working in the family law area who may already meet the competency requirements, and investigate the cost to employees/organisations who wish to undertake a Recognition assessment pathway
- Develop appropriate resources to ensure skill needs will be met
- Develop an implementation plan that includes:
 - The delivery of national workshops to ensure quality delivery and assessment of the new qualifications
 - Addresses Registered Training Organisation (RTO) issues, which will include information regarding the processes that organisations who wish to become a Registered Training Organisation will need to undertake
 - Who can deliver the new qualifications
 - Professional development opportunities for Workplace Assessors who will be assessing workers competencies in the proposed new qualifications framework
 - Information to employers/employees on the process of recognition assessment (existing skills and knowledge recognised)
 - Disseminate the same information to private practitioners

Methodology and Quality Assurance Process

This project will use a functional analysis approach to determine the scope of job roles and competence required of these roles. Using a qualitative approach the project team will seek to validate and verify assumptions throughout the project by utilising Industry expertise through a variety of means including project governance, focus groups and surveys. This approach is consistent with the Industry Skills Councils approach over several years to successfully map the sixty-one (61) Qualifications and four hundred and forty eight (448) units of competency in the Community Services Training Package and sixty-six (66) Qualifications and four hundred and nineteen units (419) in the Health Training Package.

Industry Jobs & Qualifications
Not Symbolic: Direct Relationship



As with all projects undertaken by the ISC the project methodology addresses the range of different types of community organisations, different professions their preparation and history as it impacts on workplace competence and differences between employed workers and private practitioners.

The ISC as the voice for skills development of industry and vehicle for qualification endorsement utilises its extensive networks and industry credibility and position to ensure project outcomes are signed off through all relevant Industry, ministerial state and jurisdictional groups.

Project Stages and Details

(1) Desk Analysis (Scoping Report)

Extensive desk analysis will initially be conducted. This will involve:

1. Establish database of audience and potential participants in the project
2. Determine size and scope of the workforce to be addressed by the project
3. Interview staff, collect award definitions, pays rates, union coverage and job descriptions to Obtain insight into the nature and functions of each job
4. Mapping exercises to determine job roles and any existing units of competency that may meet the job role requirements eg Identify overlaps to the Community Services Training Package for example in Mediation, Community Work
5. Undertake research to determine any existing qualifications, staff development or other training that exists related to the project endeavour
6. Utilise existing research reports and papers to develop a background paper as a consultation tool to engage stakeholders

It is essential that any proposed new competencies are mapped against other endorsed units of competency on counselling and dispute resolution and areas relevant to it such as case work intervention, case management strategies, providing information and referral services and providing legal information and advice. Some analysis on which competencies should be made available as electives would then be made with special consideration for the job outcomes for which they are intended and the levels at which they should be pitched. (Refer to Appendix 1: Existing Nationally Endorsed Qualifications and Competency Units)

It is likely that there will be substantial State/Territory differences depending upon awards, access to education and historical development of work roles. There will also be differences of organisational size and type and professions perspectives. This area is also in part a regulated environment and this stage of the project would seek to identify jurisdictional differences in respect of regulation and licensing.

(2) Project Governance

A Project Steering Committee (PSC) has been formed to consider and guide the development of the Desk Analysis, to identify stakeholder engagement imperatives and to influence the preparation of materials for industry consultation and consider draft documents and competencies. The PSC as a credible representation of the industry sector across Australia will also be required to make recommendation to the Industry Skills Council Board to support endorsement of changes to the Training Package.

(3) Validation

The process of validation will include website feedback tools through the ISC website, conduct of focus groups and distribution of draft documents to a broader stakeholder audience.

Consultation and validation will involve:

- Peak industry bodies
- Professional associations
- Regulatory bodies
- HR specialists in the industry
- Training providers

3.1 Prepare Draft 1 Package - Competencies and Qualification Levels

- Use competency writer and focus groups to prepare competencies
- Prepare draft qualification levels

3.2 Consult with industry (employers, unions, and professional associations) to validate and review Draft 1 Competencies and Qualifications

- Site visits – State/Territory metropolitan and major regional areas
- Distribute package with a survey tool to generate feedback
- Analyse feedback
- Engage industry experts and/or focus groups as required to review/clarify areas of difficulty or concern

3.3 Prepare and Distribute Draft 2 Competencies and Qualifications

- Incorporate feedback from Draft 1
- Develop Draft 2 of Revised Qualifications Framework
- Further focused consultation
- Distribute package with a survey tool to generate feedback
- Analyse feedback
- Develop Draft 1 of National User Guide
- Engage industry experts and/or focus groups as required to review/clarify areas of difficulty or concern

3.4 Final Draft

- Prepare final draft for Steering Committee endorsement.
- Finalise National User Guide
- Prepare Endorsement submission for ISC Board Approval prior to submission to the National Training Quality Council

Focus groups will be conducted on a national basis (at a minimum two for each state and territory) this will accommodate the two drafts of competencies and qualifications. It will also facilitate extensive engagement by Industry to the project, many of whom are expected to have had little experience with competency-based training and the VET framework.

(4) Endorsement

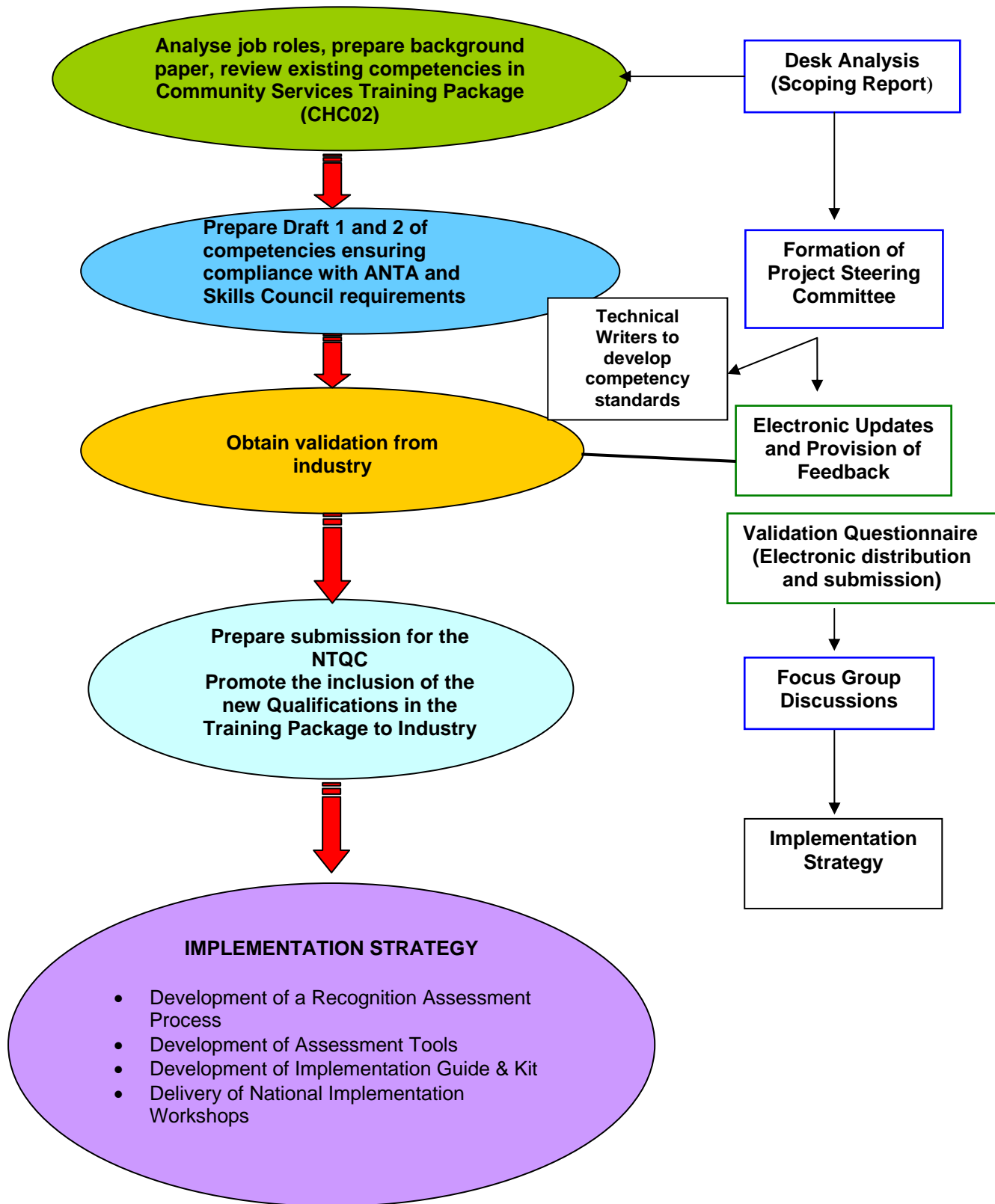
Endorsement engages all key stakeholders in verifying the validity of the new qualifications in a formal process that seeks endorsement through the Industry Skills Council Board and the National Training Quality Council (NTQC). The project will deliver a comprehensive final report that demonstrates wide industry engagement and endorsement.

(5) Implementation

The endorsement of the competencies and qualifications is only the first step in the process, though often the most hard fought. Next are the challenges of encouraging industry to utilise the new qualifications or competencies through either New Apprenticeships or fee for service training and assessment.

It is the experience of the ISC that if the implementation is not planned and industry is not provided with the resources for implementation, a delay of 1-3 years can occur while the industry sorts out a delivery strategy (that is who will be the RTOs, who has resources to implement, the change management process at a work place level to recognise the value of the process, etc).

Figure 1. Project Activities and Proposed Methodology



Project Schedule

Project Details	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 13	Month 14/15
Appointment and orientation of Project Team & Project Manager	■												
Scoping Study and Information Search		■	■										
Validation of Scoping Report				■									
Finalisation of Draft 1 for release for industry consultation and validation					■								
Draft 1 Validation						■	■	■					
Incorporate revisions & develop Draft 2 & develop Revised Qualifications Framework								■					
industry consultation and validation of Draft 2 and Qualifications Framework									■	■			
Develop National User Guide										■			
Assess Feedback and prepare Final Draft											■		
Submission of Qualifications to be added to Community Services Training Package (CHC02)												■	■
Implementation Strategy Development Assessment Tools National Workshops												■	■

Role of the Project Steering Committee (PSC)

DRAFT Terms of Reference

In order to establish PSC operational arrangements, participants are asked to agree to Terms of Reference for the period of the Project.

The PSC will:

1. Provide coverage for the specified areas of family counselling, family dispute resolution and children's contact services.
2. Provide input to a Work Plan to support the Project.
3. Provide input and advice on key issues relating to development and packaging of the new Qualifications Frameworks including:
 - priority areas for industry skills development
 - relevant industrial issues
 - training and assessment issues
 - strategies for collection, collation and consolidation of industry information
 - validation of draft materials including appropriate sample work sites
 - communication with industry
 - content of materials including
 - Competency standards
 - Qualifications Framework
 - Assessment Guidelines
 - User Guide
4. Regulation Issues. The Training Package must meet requirements of regulatory authorities.
5. Assist the project team:
 - with exchange of information as appropriate between CS&H Industry Skills Council, industry and other relevant professional groups covered;
 - by encouraging industry engagement in the Project; and
 - by promoting activities and planned outcomes of the Project.
6. Facilitate project team access to relevant people, organisations and networks for the purpose of data collection, validation, communication and marketing.
Ensure the quality of Training Delivery in the sector is addressed at every level of VET. In a Federation in which VET responsibilities are fragmented, the maintenance of quality training and assessment, particularly the provision of Recognition of Assessment is essential if the linkages between levels of competence and client outcomes are to be maintained and strengthened.

Steering Committee Member List

Name	Organisation	Position	Ph/Email Contact Details	Representing
Paul Targett (Chair)	Community Services & Health Industry Skills Council	Board Director	(03) 6233 4903 paul.targett@dhhs.tas.gov.au	Employer government /CS&H Industry Skills Council
Marian Esler	Attorney General's Department	Assistant Director Separation Services	(02) 6234 4800 marian.esler@ag.gov.au	Employer government
Leonie Aldcroft	Department Family and Community Services	Assistant Manager Family Services Section	(02) 6212 9414 Leonie.aldcroft@facs.gov.au	Employer government
Clive Price	Unitingcare Unifam (Representing Family Law Council)	Executive Director	(02) 9633 4555 cprice@unifamcounselling.org	Employer government & Private RTO
Elaine Harrison	NSW Legal Aid Commission (Representing National Legal Aid)	PDR Coordinator	(02) 9219 5865 Elaine.Harrison@legalaid.nsw.gov.au	Employer government
Gail Passier	Family Law Court of Australia	Manager Mediation	(02) 9893 5556 gail.passier@familycourt.gov.au	Employer government
Philip Theobald	Law Council of Australia	Executive Member, Family Law Section	(07) 3236 3024 pthobald@qldbar.asn.au	Employer government
Lynn Stephen	Bunbury Community Legal Centre (Representing NADRAC)	Coordinator Community Mediation Service	(08) 9791 3206 lynnstephen@westnet.com.au	Employer private
Bernie Coulter	Centracare (Representing Catholic Welfare Australia)	Manager, counselling & PDR	(02) 4979 1172 Bernie.Coulter@mn.catholic.org.au	Employer private
Anne Hollands	Relationships Australia	CEO	(02) 9425 4919 anneh@matra.com.au	Employer private
Karen Morris	Interrelate (Representing Family Services Australia)	Deputy CEO	(02) 4969 6313 Karen.m@interrelate.org.au	Employer private
Lyn Littlefield	Australian Psychological Society	Executive Director	(03) 8662 3300 L.littlefield@psychology.org.au	Peak Body
Joanna Fletcher	Women's Legal Service Victoria	Law Reform Coordinator	(03)9642 0877	Peak Body

	(Representing National Association of Community Legal Centres)		<u>Joanna_fletcher@fcl.fl.asn.au</u>	
Peter Richardson	Australian Association of Social Workers (AASW)	National President	(02) 6273 0199 <u>Peter.richardson@aasw.asn.au</u>	Peak Body
Barbara Hanson	Australian Children's Contact Services Association INC	Convenor	(07) 5479 6971 <u>managerh@bigpond.net.au</u>	Peak Body
Philip Armstrong	Australian Counselling Association (ACA)	National Manager	1300 784 333 <u>Philip@theaca.net.au</u>	Peak Body
David Axten	Psychotherapy & Counselling Federation of Australia (PACFA)		(07) 3864 4615 <u>d.axten@qut.edu.au</u>	Peak Body
Sharon Wollaston	TAFE SA Mount Barker Campus	Lecturer	(08) 8391 7003 <u>Sharon.wollaston@oit.tafe.sa.edu.au</u>	Public Training Organisation
Lynn Court	Australian Services Union ASU)	Branch Coordinator, Social & Community Services	(03) 9342 1400 <u>lcourt@asuvic.com</u>	Union Representative

Contact Details

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Source Document Register

This Source Document Register will be used to assist the project to track relevant research work which has already been undertaken. The project acknowledges that findings and recommendations contained in these reports do not necessarily reflect a national view or even a consensus view of all stakeholders in the relevant state or territory at the time of the report and indeed that views and circumstances may have shifted since the publication of some of these reports.

It is important however that the project takes into consideration this large body of research. Reports have been listed in date order, and will be added to the register as they are brought to our attention.

CS&H Industry Skills Council would like to know of additional relevant research. Please contact us if you would like to add to this Source Document Register and where possible advise us of where we can access the relevant report/s.

Source Date	Source Document Title	Access
2001	Raising the Standard: <i>A Quality Framework for Primary Dispute Resolution under the Family Law Act 1975- Consultation Paper</i> Commonwealth of Australia	http://www.ag.gov.au/agd/www/Familylawhome.nsf/Page/RWPB4A1FD841B03F947CA256C290000CBA8?OpenDocument
2001	National Alternative Dispute Resolution Advisory Council, <i>A Framework for ADR Standards</i> , Canberra.	http://www.ag.gov.au/aghome/advisory/nadrac/frameworkfiles.htm
2000	National Alternative Dispute Resolution Advisory Council, <i>The Development of Standards for ADR: A Discussion Paper</i> , Canberra.	http://www.ag.gov.au/aghome/advisory/nadrac/ADRDiscussionPaper.pdf
1997	National Alternative Dispute Resolution Advisory Council - <i>Alternative Dispute Resolution Definitions</i> , Canberra	http://www.law.gov.au/aghome/advisory/nadrac/adrdefinitions.htm
1997	National Alternative Dispute Resolution Advisory Council , <i>Primary Dispute Resolution in Family Law: a report to the</i>	http://www.law.gov.au/aghome/advisory/nadrac/family_law.pdf

	<i>Attorney-General on Part 5 of the Family Law Regulations, Canberra</i>	
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Appendix 1: Existing Nationally Endorsed Qualifications and Competency Units

COUNSELLING STREAM

Qualifications:

CHC50702 Diploma of Community Welfare Work

Description:

Workers in this role are usually involved in **service delivery**, either direct client work and/or health promotion and community development projects. Workers at this level **operate at an advanced skill level** and may also have responsibility for the supervision of other staff and volunteers.

Occupational names may include:

Co-ordinator Family Services	Early Intervention Co-ordinator
Co-Ordinator	Welfare Worker
Assessor	Social Welfare Worker
Case Co-ordinator	Local Area Co-ordinator
Case Manager	Program Manager
Client Service Assessor	Community Worker

CHC40902 Certificate IV in Community Services Work

Description:

This qualification covers workers who provide **a range of services and interventions to clients**, and/or implement health promotion and community interventions. Work may take place in a range of contexts such as **community based organisations**, residential rehabilitation and outreach services. Workers may have supervisory responsibilities. This qualification defines the knowledge and skills for **support workers and**

case-workers who work autonomously under the broad guidance of others. This qualification refers to **specific knowledge of a client group** and **appropriate intervention processes** applied in residential and community settings.

Community Support Worker	Family Support Worker
Case Worker	Support Worker
Outreach Officer	Drug and Alcohol Counsellor
Mental health Worker	Domestic Violence Worker

MEDIATION STREAM

Qualification:

CHC41302 Certificate IV in Community Mediation

Description:

This qualification applies to community work delivered through a broad range of **services** which **provide support to** enable the resolution of **disputes** between individuals.

This qualification is a **specialist** qualification designed to support the practice of mediation and co-mediation across a broad range of agencies, community groups and **families**.

Occupational names may include:

Family Mediator	Indigenous Connection worker
Mediation Worker	Counsellor
Mediation Caseworker	Indigenous Family Consultant
Mediator	Specialist Mediation Worker

Example of a 'SKILL SET' for Counselling Stream

Qualification	Unit No & Name	Core or elective	Description of Knowledge & Skills required
<p>CHC50702 Diploma of Community Welfare Work (5 Units)</p> <p>Packaging Rules:</p> <p>15 Compulsory Units and 4 Electives Elective units may be selected from the list, or from other Community Services Training Package units available at Diploma or Advanced Diploma level.</p>	CHCCSL601A Work within a structured counselling process	Elective	This unit involves the knowledge and skills required by the worker within the agency's agreed counselling model, and their knowledge regarding the counselling context, process and goals. Knowledge of theories supporting the counselling process and the stages of human life development. Managing own values so that they do not impede effective work and managing stress of the work will be key indicators of competency
	CHCCS404A Facilitate family intervention strategies	Elective	This unit involves facilitating a broad range of programs to meet the needs of families within a specific community, including knowledge relating to models of family intervention theory and practice, strategies, scope and processes. Knowledge regarding the physical, social, community and cultural environment within which the clients live. Cultural and linguistic diversity within a specific community including ability to identify the needs of Aboriginal families. Skill level would require the worker to demonstrate facilitation and negotiant skills, high level interpersonal communication skills.
	CHCCHILD2C Support the rights and safety of children within duty of care requirements	Elective	This unit requires the worker to demonstrate knowledge and skills relating to their ability to actively investigate evidence of a suspected breach of rights and to monitor and address 'at risk' situations according to defined procedures. Workers would be expected to know the indicators of abuse, types of abuse, and children who are particularly vulnerable.
	CHCCS406A Provide education and support on health, wellbeing and parenting	Elective	This unit describes the knowledge and skills required to provide education and support in a small group or one to one setting and/or for community members on skills for effective parenting behaviour, general health and well being issues. Workers would be expected to demonstrate skills and knowledge regarding healthy lifestyles, nutrition, effective parenting techniques, promoting child development and the safety and supervision of children.

	CHCFIN2A Determine client needs in respect of financial issues	Elective at Diploma Level (Financial Services)	This unit describes the competencies required to identify and respond to the immediate needs of current and potential clients including the provision of services such as referral and pre-determined information. Knowledge and skills regarding the collection of relevant financial information to determine Client's needs.
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Example of a 'SKILL SET' for Counselling Stream

Qualification	Unit No & Name	Core or elective	Description of Knowledge & Skills required
CHC40902 Certificate IV in Community Services Work (5 Units) Packaging Rules: 9 Core units and 5 Electives Elective units may be selected from the list, or from other Community Services Training Package units available at Certificate IV or Diploma level	CHCCSL601A Work within a structured counselling process	Elective	This unit involves the knowledge and skills required by the worker within the agency's agreed counselling model, and their knowledge regarding the counselling context, process and goals. Knowledge of theories supporting the counselling process and the stages of human life development. Managing own values so that they do not impede effective work and managing stress of the work will be key indicators of competency
	CHCRF2A Provide intervention support to children and families	Elective	This unit describes the knowledge and skills required to work with families to identify issues that require early intervention for reducing risk and developing capacity for increased effectiveness as a family unit.
	CHCCS406A Provide education and support on health, wellbeing and parenting	Elective	This unit describes the knowledge and skills required to provide education and support in a small group or one to one setting and/or for community members on skills for effective parenting behaviour, general health and well being issues. Workers would be expected to demonstrate skills and knowledge regarding healthy lifestyles, nutrition, effective parenting techniques, promoting child development and the safety and supervision of children.
	CHCFIN2A Determine client needs in respect of financial issues	Elective	This unit describes the competencies required to identify and respond to the immediate needs of current and potential clients including the provision of services such as referral and pre-determined information. Knowledge and skills regarding the collection of relevant financial information to determine clients needs.

	<p>CHCDFV1B Recognise and respond to domestic and family violence</p>	<p>Elective</p>	<p>This unit is concerned with identifying and responding to domestic violence during professional contact with clients. It requires knowledge and understanding of domestic and family violence and an awareness of its effect together with an ability to promote confidence whilst responding appropriately, including providing relevant and timely information and referral.</p>
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Mediation Stream

Example of a 'SKILL SET' for Mediation Stream			
Qualification	Unit No & Name	Core or elective	Description of Knowledge & Skills required
CHC41302 Certificate IV in Community Mediation (7 Units) Packaging Rules: 12 Core units and 3 Electives Elective units may be selected from the list, or from other Community Services Training Package units available at Certificate IV or Diploma level	CHCMED401A Conduct a sound assessment of dispute for mediation	Core	This unit identifies the skills and knowledge required for mediators to prepare for the mediation process and to assist clients to be aware of their roles and responsibilities in mediation.
	CHCMED402A Gather and use information for a mediation process	Core	This unit identifies the skills and knowledge required for mediators to support clients in gathering and presenting information to assist in establishing common ground.
	CHCMED403A Manage communication exchanges to define the dispute	Core	This unit identifies the skills and knowledge required for mediators to establish and manage the communication process to enable the parties to define the dispute
	CHCMED404A Facilitate the mediation process	Core	This unit identifies the skills and knowledge required by mediators to maintain the flow of the mediation process to achieve the optimum outcome for all parties.
	CHCMED406A Consolidate and conclude the mediation process	Core	This unit identifies the skills and knowledge required for the mediator to conclude the session and support the implementation of any agreement.

	<p>CHCFIN2A Determine client needs in respect of financial issues</p>	<p>Elective</p>	<p>This unit describes the competencies required to identify and respond to the immediate needs of current and potential clients including the provision of services such as referral and pre-determined information. Knowledge and skills regarding the collection of relevant financial information to determine clients needs</p>
	<p>CHCRF2A Provide intervention support to children and families</p>	<p>Elective</p>	<p>This unit describes the knowledge and skills required to work with families to identify issues that require early intervention for reducing risk and developing capacity for increased effectiveness as a family unit.</p>

