

FINDING TRAINING SOLUTIONS IN INDIGENOUS DECISION-MAKING AND DISPUTE MANAGEMENT



Indigenous Facilitation and Mediation Project
Australian Institute for Aboriginal and Torres Strait Islander Studies

A RESOURCE FOR NATIVE TITLE REPRESENTATIVE BODIES



Australian Government
Department of Families, Community Services
and Indigenous Affairs
Office of Indigenous Policy Coordination



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Disclaimer: The inclusion of names of training providers in this guide is not a recommendation by IFaMP, AIATSIS or Capital Careers Pty Ltd. Neither the training providers nor their products have been evaluated by IFaMP. There are many choices and new training programs are continually being developed. It has not been possible to include the details of all courses and qualifications offered by providers in Australia.

The information in this resource is current as of 12 November 2005.

Please contact the Native Title Research Unit if you wish to be added to the Resource Guide in its electronic form, which will appear on IFaMP's web site (<http://ntru.aiatsis.gov.au/ifamp>):

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PART ONE: TRAINING SOLUTIONS

PART ONE – TABLE OF CONTENTS

Abbreviations.....	5
Useful Websites.....	5
INTRODUCTION	6
Why have we produced this resource?	6
SECTION ONE	7
Getting the best from this resource.....	7
What are the training priorities?.....	8
How does this resource link with the training priorities?	9
What can this resource help me do?	10
What should I consider when planning training in decision-making and dispute management for my NTRB?.....	11
SECTION TWO	13
Finding out about nationally accredited training.....	13
What is nationally accredited training?.....	14
What is a training package?	15
What are the differences between the qualification levels?	16
<i>Certificate I</i>	16
What is a competency?.....	17
How is competency based training delivered?.....	18
What is Recognition of Current Competency (RCC) or Recognition of Prior Learning (RPL)?..	19
What units will I have to complete to gain a qualification?	20
SECTION THREE	21
Finding out about training organisations.....	21
Which government organisations are responsible for vocational training?	22
What are Registered Training Organisations?	23
What services do Registered Training Organisations provide?	24
What about non-nationally accredited training providers?	25
How do nationally accredited and non-nationally accredited training compare?	26

SECTION FOUR 27

Developing skills in effective decision-making and dispute management 27

What training is relevant?	28
<i>Introduction</i>	28
<i>Key Training Areas</i>	29
What do qualification codes mean?	45
What full qualifications are relevant to decision-making and dispute management processes?	46
<i>Certificate IV in Community Mediation CHC41302</i>	47
<i>Certificate IV in Community Development CHC41902</i>	48
<i>Diploma in Community Development CHC51402</i>	49
<i>Certificate IV in Business (Governance) BSB40901</i>	50
<i>Diploma of Business (Governance) BSB50901</i>	51
<i>Indigenous Leadership Courses *</i>	52
<i>Certificate IV in Aboriginal Family Mediation (91097NSW) *</i>	53
<i>Certificate IV in Preparing for Negotiation: Devising Sustainable Processes to Promote Sustainable Outcomes (51320) *</i>	54

SECTION FIVE 55

Obtaining funding for training 55

How do I get monies to fund training?	56
What is a New Apprenticeship or Traineeship?	57
What other government programs are available?.....	58
<i>Australian Capital Territory</i>	58
<i>New South Wales</i>	58
<i>Northern Territory</i>	59
<i>Queensland</i>	60
<i>South Australia</i>	61
<i>Tasmania</i>	61
<i>Victoria</i>	62
<i>Western Australia</i>	62

SECTION SIX..... 64

Unit Descriptors 64

<i>Business Services Training Package</i>	65
<i>Land and Conservation Training Package</i>	70
<i>Local Government Training Package</i>	73
<i>Community Services Training Package</i>	74
<i>Training and Assessment Training Package</i>	78
<i>Health Services Training Package</i>	80

Abbreviations

AIATSIS	Australian Institute of Aboriginal and Torres Strait Islander Studies
AQF	Australian Qualifications Framework
CBT	Competency Based Training
IFaMP	Indigenous Facilitation and Mediation Project
NAC	New Apprenticeship Centre
NTRB	Throughout this resource, 'NTRB' is used to include Native Title Representative Bodies, Native Title Services and Land Councils
NTRU	Native Title Research Unit
RCC	Recognition of Current Competency
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
VET	Vocational Education and Training

Useful Websites

http://ntru.aiatsis.gov.au/ifamp	Indigenous Facilitation and Mediation Project, Australian Institute of Aboriginal and Torres Strait Islander Studies
www.dest.gov.au	Department of Education, Science and Training
www.training.com.au	Federal Government website giving general information on Vocational Education and Training
www.ntis.gov.au	National Training Information Service
www.newapprenticeships.gov.au	New Apprenticeship Centres
www.grantslink.gov.au	Australian Government Community Grants
www.indigenousleadership.org.au	The Australian Indigenous Leadership Centre

INTRODUCTION

Why have we produced this resource?

Good decision-making and effective dispute management are essential skills for both Indigenous people and communities and those who work with them. Native title and the new whole of government approach, with its emphasis on shared responsibility and regional participation, has seen an increasing emphasis on negotiation and agreement making. This, in turn, has led to a greater use of processes such as mediation and facilitation in order to support the sound decision-making of Indigenous groups and communities.

The Indigenous Facilitation and Mediation Project (IFaMP) has worked with Native Title Representative Bodies (NTRBs) to discuss issues in relation to decision-making and dispute management and to identify related training needs.

Several key issues have emerged:

- there is an urgent need for training to support decision-making and dispute management which is tailored to the specific needs of Indigenous groups and communities and NTRBs
- there are twenty key training areas for skill development which would support more effective decision-making and dispute management
- any training undertaken by NTRBs should open up pathways to vocational and academic qualifications.

This resource has been developed to provide useful, easy to read, up-to-date training information primarily to NTRBs. However it is also relevant to all organisations and departments working with Indigenous peoples. Given the importance of vocational pathways, a key focus of this resource is nationally accredited training.

SECTION ONE

Getting the best from this resource

What are the training priorities?

How does this resource link with the training priorities?

What can this resource help me do?

What should I consider when planning training for my NTRB?

Each individual and organisation is a resource on which to build.

*Professor Mick Dodson AM, Director, National Centre for Indigenous Studies,
Australian National University, 2003*

What are the training priorities?

Twenty key training areas were identified by IFaMP in a series of workshops conducted with NTRBs. These training areas are documented in the *Report on Native Title Representative Body Workshops: Directions, Priorities and Challenges* (see <http://ntru.aiatsis.gov.au/ifamp> for a full copy of this document).

The twenty areas are listed below and have been grouped into five clusters. The purpose of the clusters is to group together similar training areas. Cluster 1 develops pre-requisite skills for the other clusters and will develop skills useful to all job roles. When considering the other clusters it is important to choose training that is targeted to specific job needs.

Cluster 1: Individual Communication Skills

There are four training areas that relate to this cluster. They are:

- Communication skills – introduction to effective communication
- Assertiveness and self-esteem
- Negotiation skills
- Dealing with difficult people and behaviours

Cluster 2: Communicating with Diverse Audiences

There are two training areas that relate to this cluster. They are:

- Presentation skills and public speaking
- Presenting technical information to non-technical audiences

Cluster 3: Supporting Effective Communication and Decision Making

There are seven training areas that relate to this cluster. They are:

- Organisational communication
- Mapping Indigenous decision-making processes
- Cross-cultural communication
- Managing meetings
- Group dynamics
- Team work and team-building skills
- Relationship-building exercises

Cluster 4: Assisting Others to Manage Disputes

There are five training areas that relate to this cluster. They are:

- Mapping conflict including underlying disputes, early warning signs, the range of Alternative Dispute Resolution (ADR) interventions and when they might be required
- Facilitation
- Mediation
- Managing technical experts and third parties in mediation and facilitation
- Dispute management design approaches

Cluster 5: Supporting and Training Others

There are two training areas that relate to this cluster. They are:

- Feedback and debriefing skills
 - Train the trainer
-

How does this resource link with the training priorities?

This resource provides information about training in areas relating to decision-making and dispute management. It includes information about specific accredited and non-accredited courses, national qualifications and training pathways related to the twenty key training priorities. It has been specifically designed for people who are working with Indigenous communities or organisations including those who are responsible for planning training.

This resource provides information about options to consider when training is being planned. It has not been possible to include the details of all courses and qualifications, as there are many choices and new training programs are continually being developed. However, the resource does include contact details for organisations that can assist you to stay up to date with developments in training.

The resource is in two parts.

In Part One you can get information about:

- nationally accredited training and the Australian Qualifications Framework
- organisations to contact to obtain advice about training
- possible sources of funding for training programs
- the Commonwealth Government's New Apprenticeship (traineeship) program
- nationally accredited qualifications that best fit with the twenty priority training areas relating to Indigenous decision-making and dispute management processes.

In Part Two you can get information about:

- the names of Registered Training Organisations which deliver nationally accredited qualifications containing units relevant to Indigenous decision-making and dispute management processes
 - details and contacts of a range of training providers who may offer training related to the twenty key training priority areas (see page 8) identified by IFaMP and who could possibly partner with an RTO to offer full qualifications.
-

What can this resource help me do?

Plan training? *Go to page 11*

Identify trainers or training providers, including local providers?

- see contacts for State and Territory Training Authorities on page 22
- read Section 3
- go to www.ntis.gov.au
- read Part 2

Identify training needs? *Go to page 11*

Make a good choice between accredited and non-accredited training?

Go to page 26

Find out about government programs that fund training? *Go to page 56*

Find nationally accredited courses that give recognised qualifications?

Go to page 46

Find training programs that will improve decision-making and dispute management processes? *Go to Section 4*

Find nationally accredited courses specifically designed for Indigenous people? *Go to page 28*

Find training providers who specialise in working with Indigenous communities? *Go to Part 2*

Find out how to get recognition for my existing skills? *Go to page 19*

**Yes is the answer to all of the above...
so please read on!**

What should I consider when planning training in decision-making and dispute management for my NTRB?

1. Map out your training needs.

- Why is training required?
- Is there another way to achieve what is required?
- How many people need training?
- What skills do they have already?
- What skills do they need to do their jobs well?
- Is training best delivered on or off the job?
- How much are you able (or want) to pay?

Tip: If you don't know where to start, training providers can work with you to carry out a training needs analysis for your organisation.

2. Involve your staff in planning the training right from the beginning.

- Do they want (or need) to do long or short courses?
- How important is getting a nationally accredited qualification?
- When is the best time for training to be delivered?
- What extra time and support will staff require to help them complete the training?
- What is the best way to evaluate the training?

Tip: Ask trainers to hold an information session before training starts, so everyone has a chance to ask questions and know up-front how much work will be involved.

3. Think about which trainers or training organisation will best meet your training needs.

- Who have you used successfully in the past?
- Can the training be specifically tailored?
- Are they local?
- Can they deliver the qualifications you want?
- Do they have specialist expertise?
- Do they use Indigenous presenters?
- Are they culturally appropriate in their delivery?
- What qualifications would participants receive when they complete training?

Tip: Talk to other NTRBs to find out which organisations they have used and would recommend.

Mentors are an excellent way to support staff who are undertaking training

4. Investigate funding options.

- Does your State or Territory training authority provide funding?
- Can the training provider help you to get funding?
- What possibilities are there for government funding?

The Guide to Australian Government Funding Sources compiled by the National Native Title Tribunal's Research Unit provides information on funding and assistance available from Australian Government departments and their agencies for initiatives which may be associated with native title and related agreements.

See:

<http://www.nntt.gov.au/research/files/Guide%20to%20Australian%20government%20funding%20sources.pdf>

There are many other possible sources of funding for training, including a range of philanthropic organisations and corporate philanthropic funds. The Department of Education Science and Training (DEST) has a range of other funding programs eg programs focussing on literacy development or specific programs for people in rural and remote areas. Other government departments also have funding linked to rural and remote areas, which may be useful to investigate. Remember that opportunities for funding training change regularly, so keep checking!

- Is the New Apprenticeship program appropriate?

The New Apprenticeship program is a national program, specifically linked to nationally accredited training and which includes substantial employer subsidies. New Apprenticeships (or Traineeships) are for any age group and are no longer just for technical trades.

Tip: Nationally accredited training for Indigenous people is a high priority for government training funding.

Create ways to recognise the achievements of staff who complete training

SECTION TWO

Finding out about nationally accredited training

What is nationally accredited training?

What is a training package?

What is a competency?

How is competency based training delivered?

What is Recognition of Current Competency (RCC) or Recognition of Prior Learning (RPL)?

What units will I have to complete to get a qualification?

I want to be a role model for my family and community. I want to better myself, achieve something... have the satisfaction that I am achieving my goal... show my children that they can make something of themselves if they work hard.

Lynnice Keen, Certificate III in Business Administration Indigenous New Apprentice, ACT, 2005

What is nationally accredited training?

There is a national system for accredited training in Australia. It is based on the Australian Qualifications Framework (AQF) which sets out the qualifications that can be gained through training. It covers qualifications from a Certificate I that you might get from a vocational program at school, to a Doctoral Degree that you might get after studying many years at university. If you get a qualification under this system it is recognised Australia wide.

The table below shows how the AQF works.

Schools / Colleges	Vocational Education and Training Providers eg TAFEs, private RTOs, community organisations	Higher Education Providers eg universities
		Doctoral Degree
		Masters Degree
	Vocational Graduate Diploma	Graduate Diploma
	Vocational Graduate Certificate	Graduate Certificate
		Bachelor Degree
	Advanced Diploma	Associate Degree, Advanced Diploma
	Diploma	Diploma
	Certificate IV	
	Certificate III	
Certificate II	Certificate II	
Certificate I	Certificate I	
Senior Secondary Certificate of Education / Yr 12		

The qualifications that you can get for vocational training are Statements of Attainment, Certificates I, II, III and IV, Diplomas and Advanced Diplomas. These qualifications can only be delivered by Registered Training Organisations (RTOs). RTOs can be large or small and include TAFEs, private colleges, community organisations and private training businesses.

There are pathways from one qualification to another. People who want to go on to university studies can often gain credit towards some of their degree, if they have completed training at Diploma or Advanced Diploma level.

All nationally accredited training is competency based. The competencies have been agreed by industry and are listed in training packages.

What is a training package?

Training packages have been developed in consultation with industry and include:

- the competencies, which are the skills, attitudes and knowledge that are essential for people working in that industry sector
- information about how to assess against the competencies
- details about what qualifications can be awarded and what units need to be included in these qualifications.

There are training packages for most industry sectors. The ones that are particularly relevant to the Native Title context are:

- Community Services Training Package
- Business Skills Training Package
- Local Government Training Package
- Conservation and Land Management Training Package.

Training packages contain many different qualifications ranging from Certificate I to Advanced Diploma level. Here are some examples of qualifications from different training packages.

Training Package	Examples of Qualifications
<p>Community Services</p> <p>There are a total of 53 qualifications in the Community Services Training Package.</p>	<p>Certificate II in Community Services Work Certificate III in Youth Work Certificate III in Aged Care Work Certificate IV in Community Development Certificate IV in Community Mediation Diploma of Community Education Diploma in Community Development Advanced Diploma of Children's Services</p>
<p>Business Services</p> <p>There are a total of 63 qualifications in the Business Services Training Package</p>	<p>Certificate I in Business Certificate II in Business Certificate IV in Business (Governance) Certificate IV in Business Management Diploma of Business (Governance) Advanced Diploma in Business (Human Resources)</p>
<p>Local Government</p> <p>There are a total of 22 qualifications in the Local Government Training Package</p>	<p>Certificate I in Local Government Certificate II in Local Government Certificate III in Local Government (Health and Environment) Certificate IV in Local Government Administration</p>
<p>Conservation and Land Management</p> <p>There are a total of 6 qualifications in the Conservation and Land Management Training Package</p>	<p>Certificate I in Conservation and Land Management Certificate II in Conservation and Land Management Certificate III in Conservation and Land Management Diploma in Conservation and Land Management Advanced Diploma in Conservation and Land Management</p>

What are the differences between the qualification levels?

It is important to understand the differences between qualification levels, so you can make good decisions about training. RTOs can give advice about what these levels mean and what qualifications would be most appropriate. Here is some general information about the levels.

Certificate I	<ul style="list-style-type: none"> ■ pre-work or pre-vocational training ■ for those who perform routine tasks under clear direction ■ often delivered in schools ■ useful for school students on work experience or those doing training before getting a job ■ very basic or introductory level qualification
Certificate II	<ul style="list-style-type: none"> ■ useful for workforce entry level training ■ designed for those who work under direct supervision ■ for those who demonstrate basic operational knowledge in a moderate range of areas ■ basic level qualification
Certificate III	<ul style="list-style-type: none"> ■ useful for those who have been on the job for some time ■ designed for those who take responsibility for their own work activities and have limited responsibility for the work of others ■ for those who apply known solutions to a variety of predictable problems ■ intermediate level qualification
Certificate IV	<ul style="list-style-type: none"> ■ useful for those who have front-line management or supervisory responsibilities ■ designed for managers or team leaders ■ assumes a broad industry knowledge and an understanding of theoretical concepts ■ advanced level qualification
Diploma	<ul style="list-style-type: none"> ■ useful for those who have high level management or supervisory responsibilities ■ designed for those who take on high level leadership roles ■ for those who can evaluate information and use it to forecast and plan ■ assumes a high level of industry knowledge ■ advanced level qualification
Advanced Diploma	<ul style="list-style-type: none"> ■ useful for those who have high level and specialised knowledge of their industry ■ designed for those who manage teams and demonstrate accountability for group outcomes ■ for those who can generate ideas through the analysis of information and concepts at an abstract level ■ for an advanced skills worker, a senior manager or executive manager ■ very advanced level qualification

What is a competency?

Competencies are the knowledge, skills and attitudes needed to do a job. A competency can be simple or complex, depending on the job and the qualification level. Some examples of competencies are in the table below.

Training Package	Qualification	Examples of Competencies
Land and Conservation	Certificate II in Conservation and Land Management	<i>Participate in workplace communications</i> <i>Follow OH and S procedures</i> <i>Plant trees and shrubs</i>
Community Services	Certificate III in Community Services Work	<i>Communicate appropriately with clients and colleagues</i> <i>Maintain organisation's information systems</i> <i>Maintain First Aid equipment and resources</i>
Business Services	Certificate IV in Business (Governance)	<i>Maintain and protect culture</i> <i>Communicate with the community</i> <i>Manage a Board meeting</i>

Competency based training requires participants to demonstrate their skills, attitudes and knowledge. Participants do not receive a qualification just because they have attended a training course. They need to be assessed, by a qualified workplace assessor, as 'competent' or 'not yet competent' to do the job. If participants are assessed as 'not yet competent' then they can negotiate extra time, be given assistance by a mentor, or undertake further training to develop their skills.

How is competency based training delivered?

Competency based training can be delivered very flexibly. As participants need to have the opportunity to demonstrate their skills, training is not usually only delivered in a traditional classroom environment.

Competency based training offers:

- opportunities for up-front recognition of the skills participants already have
- a choice of training methods eg face-to-face workshops, one-on-one learning, mentoring and coaching, small group activities, action learning, self-paced learning or e-learning
- no exams with pass or fail outcomes
- choices in the way assessment happens
- on-the-job training or off-the-job training – or a combination of both!
- opportunities to develop and practice skills over a period of time
- clear pathways from one qualification to another
- ability to have qualifications recognised throughout Australia.

Negotiate with your training provider to ensure that you have training delivered in the way that suits you best.

What is Recognition of Current Competency (RCC) or Recognition of Prior Learning (RPL)?

When you are assessed to gain a qualification in a competency based program, you have to demonstrate that you have the knowledge, skills and attitudes needed to do a particular task.

In the past, to gain a qualification, you would have to attend the classes and usually pass an exam. These days, you can gain a qualification in many ways. This process can be negotiated with your trainer or assessor.

Many people have excellent work skills, but they do not have any qualifications. It is possible to get a qualification or part of a qualification even if you don't attend any training. You can do this by applying for Recognition of Current Competency (RCC) or Recognition of Prior Learning (RPL). This is a formal assessment process, where you provide 'evidence' of your work and life skills and the assessor considers this against nationally accredited competencies. An assessor must be qualified. They can be from an RTO, someone from your workplace, or a private consultant. Any of these people can also work with an elder or community leader to assess your competency.

Some of things you might do to get assessed are:

- demonstrate your skills (competencies) to an assessor in your workplace
- undertake a project
- submit referee / supervisor / community leader reports about your skills
- participate in a discussion about the topic being studied
- submit some of your work samples
- combine several of these activities.

The evidence you provide for assessment could include:

- a CV
 - a portfolio containing some work samples
 - a supervisor's report
 - records of past training you have completed
 - details about things you have done or been involved in, in your community
 - evidence provided about your community activities by a community leader or elder.
-

What units will I have to complete to gain a qualification?

The rules about what units need to be included in a full qualification are explained in training packages compiled for each industry area. Most qualifications have core units that you must complete and elective units that you can choose. It is often possible to ‘mix and match’ units from different training packages, so your qualification better reflects the job you do at work. The table below outlines the rules for the Certificate IV in Community Mediation qualification.

Training Package	Qualification and Code	Core Units	Possible Electives
Community Services	Certificate IV in Community Mediation CHC41302	<p>12 core units</p> <p>Conduct a sound assessment of a disputer for mediation (CHCMED401A)</p> <p>Gather and use information for the mediation process (CHCMED402A)</p> <p>Manage communication exchange to define the dispute (CHCMED403A)</p> <p>Facilitate the mediation process (CHCMED404A)</p> <p>Facilitate interaction between the clients (CHCMED405A)</p> <p>Consolidate and conclude the medication process (CHCMED406A)</p> <p>Reflect and improve upon professional mediation practice (CHCMED407A)</p> <p>Maintain an effective work environment (CHCORG5B)</p> <p>Participate in workplace safety procedures (CHCOHS301A)</p> <p>Utilise specialist communication skills to build strong relationships (CHCCOM3C)</p> <p>Work within a legal and ethical framework (CHCCS301A)</p> <p>Work effectively with culturally diverse clients and co-workers (CHCCS405A)</p>	<p>3 electives required</p> <p>Identify the need for alternative dispute resolution (CHCMED408B)</p> <p>Facilitate alternative dispute resolution (CHCMED409B)</p> <p>Facilitate cooperative behaviour (CHCCS401A)</p> <p>Undertake research activities (CHCPOL3A)</p> <p>Work in an Indigenous community or organisation (RTD3903)</p> <p>Contribute to the proposal for a negotiated outcome for a given area of country (RTD4501A)</p> <p>Facilitate ongoing development (RTD4805)</p> <p>Map relationship of business enterprise to culture and country (RTD5904)</p> <p>Develop strategies for Indigenous land or sea management (RTD5508A)</p> <p>Propose a negotiated outcome for a given area of country (RTD5517A)</p> <p>Promote group formation and development (RTD5806)</p> <p>Facilitate development of group goals and project (RTD5805)</p> <p>Manage cultural processes in an Indigenous organisation (RTD6801)</p> <p>Implement effective communication techniques (LGACOMP009A)</p> <p>Apply conflict resolution strategies (LGACOMP008A)</p> <p>Participate in negotiations (LGAADMIN421A)</p> <p>Facilitate work teams (BSBFLM504A)</p> <p>Plan mediation processes (BSBHR510A)</p> <p>Implement mediation processes (BSBHR511A)</p> <p>Process and maintain workplace information (BSBCMN206A)</p> <p>Facilitate effective teamwork (PRMCMN403A)</p>

Getting a full certificate or diploma can take a long time. Some people find it easier to do short courses in just one or two skill areas that are directly related to their job. For example, someone might just do the unit on *Facilitate the mediation process*. They would get a **Statement of Attainment** for that unit and that competency could be counted towards a full qualification at a later time.

For NTRBs wishing to choose electives that relate to decision-making and dispute management, some suggestions for units are listed in Section 4 of this resource.

SECTION THREE

Finding out about training organisations

Which government organisations are responsible for vocational training?

What are Registered Training Organisations?

What services do Registered Training Organisations provide?

What about non-nationally accredited training providers?

How does nationally accredited and non-nationally accredited training compare?

... Solutions lie with better training ... and the use of fully trained interpreters so Aboriginal people aren't burdened with trying to understand often complex ... advice in a language of which they have limited understanding.

Mick Gooda, Chief Executive Officer, Cooperative Research Centre for Aboriginal Health, 2005

Which government organisations are responsible for vocational training?

Nationally accredited training and the funding for training programs is overseen by State and Territory Training Authorities. This is a good place to start if you want to find out about training, funding or training providers in your area. Here are contact details for these organisations.

State Training Authority	Telephone	Facsimile	Email Contact	Postal Address	Location	Website Address
National Department of Education, Science and Training	1300 363 079 (02) 6240 8111	N/A	charter@dest.gov.au	PO Box 9880, CANBERRA ACT 2601	16 Mort Street, CANBERRA ACT 2601	www.dest.gov.au
Western Australia Department of Education and Training	(08) 9264 4111	(08) 9264 4388	websupport@det.wa.edu.au	151 Royal Street EAST PERTH WA 6004	151 Royal Street EAST PERTH WA 6004	www.training.wa.gov.au
Tasmania Office of Post-Compulsory Education and Training (OPCET)	1800 655 846 (03) 6233 4600	(03) 6234 4358	opcet.www.mail@education.tas.gov.au	GPO Box 169 HOBART TAS 7001	1 st Floor, Emily Dobson Bldg 99 Bathurst Street HOBART TAS 7000	www.opcet.tas.gov.au
Victoria Office of Training and Tertiary Education	(03) 9637 2333	(03) 9637 2470	otte@edumail.vic.gov.au	PO Box 266D MELBOURNE VIC 3001	2 Treasury Place EAST MELBOURNE VIC 3002	www.otte.vic.gov.au
Queensland Department of Employment and Training	(07) 3225 2416 Employment 1300 369 925 Training 1300 308 233	(07) 3237 9774	trainandemploy@det.qld.gov.au	GPO Box 69 BRISBANE QLD 4001	Level 4, Education House 30 Mary St BRISBANE QLD 4000	www.trainandemploy.qld.gov.au
New South Wales Department of Education and Training	(02) 9561 8000 Aboriginal Education (02) 9561 1933	not available	not available	GPO Box 33 SYDNEY NSW 2001	33 Bridge Street SYDNEY NSW 2000	www.det.nsw.edu.au
Northern Territory Department of Employment, Education and Training	(08) 8901 1357	(08) 8901 1326	infocentre.deet@nt.gov.au	PO Box 4821 DARWIN NT 8001	Level 11 Mitchell Centre 55-59 Mitchell Street DARWIN NT 0800	www.deet.nt.gov.au
Australian Capital Territory Training and Adult Education Branch Department of Education and Training	(02) 6205 8555	(02) 6205 7045	decs.webmaster@act.gov.au	PO Box 985 CIVIC SQUARE ACT 2608	Level 5, 40 Allara Street CANBERRA CITY ACT 2601	www.decs.act.gov.au
South Australia Employment and Skills Formation Department of Further Education, Employment, Science and Technology	(08) 8463 4433	not available	dfest.employment@saugov.sa.gov.au	GPO Box 1152 ADELAIDE SA 5001	Level 11-12 100 Waymouth Street ADELAIDE SA 5000	www.employment.sa.gov.au

What are Registered Training Organisations?

Registered Training Organisations or RTOs are training providers who are accredited to deliver and assess national competencies. RTOs can be large or small training organisations. They may be TAFEs, private colleges, not-for-profit community training organisations and even employers who train their staff in one particular industry.

To become an RTO, a training organisation must meet national quality standards. There are many training packages in Australia and hundreds of qualifications, so RTOs specialise in their delivery. Some RTOs deliver many qualifications whilst others may only deliver one or two certificates.

To find out what qualifications RTOs deliver, you can ring your local State or Territory Training Authority or check out the National Training Information website - www.ntis.gov.au. This website also has information about qualifications and training packages.

Some RTOs offer vocational consultancy services – they are ‘one stop shops’ for finding out about training. They can work out a training program to suit the needs of your organisation and give you advice about funding opportunities.

Good RTOs will be flexible and encourage you to negotiate with them to get training and assessment services that are tailored to your organisation’s needs.

What services do Registered Training Organisations provide?

The range of services RTOs offer include:

- delivering training in a range of delivery modes – for example, classroom based sessions, on-the-job learning, distance education, one-on-one mentoring and coaching
- giving advice about qualifications and elective choices
- assisting in securing funding for training
- conducting training needs analyses for staff
- providing information about funding and government training subsidies
- training New Apprentices (trainees)
- providing information about special funding for Indigenous participants
- recognising current competency / conducting up-front assessment activities
- providing information about partnership arrangements with non-accredited training providers or private consultants
- designing customised courses to meet specific workplace requirements.

Most state and territory training authorities have targets to meet in terms of Indigenous participation in training. This means it is often possible for RTOs to approach them with a request to provide subsidised accredited training for a particular group.

What about non–nationally accredited training providers?

There are many training providers and individuals delivering high quality programs which are not nationally accredited. These organisations are of interest because they may have specialist staff or use Indigenous presenters. They may have the necessary expertise to deliver advanced courses in decision-making and dispute management that are highly relevant to NTRBs and the native title context. They may also be more flexible than RTOs in the way they deliver training.

An important issue for NTRB's to consider when they are planning training is that government funding is often linked to the delivery of nationally accredited competencies. It is possible, however, to have the best of both worlds - specialist presenters, local training providers, established career pathways, government funding and nationally accredited qualifications.

Non-nationally accredited training providers can work in partnership with RTOs to deliver or co-deliver training. This involves the providers getting together beforehand to map some or all of the training to nationally accredited competencies, discuss assessment processes and training roles. The non-accredited training provider can still deliver the training, while the RTO oversees the delivery of the training, may help with the assessments, and will award the final qualification.

Some non-nationally accredited training organisations are not aware that partnership arrangements with RTOs are possible. So remember to ask your training provider about this. Your State or Territory Training Authority can also help.

If you have undertaken non-accredited training in the past, you may be able to have some of this training recognised and have it count towards a nationally accredited qualification.

How do nationally accredited and non-nationally accredited training compare?

When you are planning training for your organisation you can choose nationally accredited training, or non-nationally accredited training. To help you make this important decision we have listed some of the advantages and disadvantages of the two types of training.

Nationally Accredited Training	Non-Accredited Training
Recognised Australia-wide and provides clear pathways to higher qualifications and higher learning	No national recognition in the VET sector for achievement and no clear pathway to higher qualifications
Can only be delivered by an RTO. There may not be many RTO's that have specific expertise working within the native title context	Flexibility to choose any training providers who have expertise working within the native title context
Delivered by accredited training providers who undergo regular quality audit processes	No nationally endorsed quality processes for training providers
Can only be delivered by an RTO or an organisation working in partnership with an RTO	Does not have to be delivered by an RTO – but there is the possibility of partnering with an RTO
May take longer as competencies need to be formally assessed before a qualification is awarded	Can be short and targeted specifically to organisational needs
Aligns with industry endorsed competency standards	Specialist training may not align directly with industry endorsed competency standards
Should provide good outcomes for all participants because learning focuses on demonstration of competencies rather than just attending a class	If training is delivered only in a classroom environment, some participants may find it difficult to relate theoretical knowledge to workplace activities
Provides options for assessment for skills learnt through past work, community involvement and general life experience – through the Recognition of Current Competency processes	Usually no opportunity for gaining a qualification without undertaking training
Records of training achievement are maintained and available for past participants for a period of 30 years	There is no requirement for training providers to keep records of past achievement and records will not be available if training organisations cease to operate
May be more likely to be funded or subsidised by government programs	May be more difficult to secure government monies to fund or subsidise training costs but may be able to attract corporate funding
May be more paperwork as assessment has to be recorded and formalised	Assessments can be informal – so training may involve less paperwork
Can significantly reduce staff turn over as employees commit to training over a period of time in order to achieve a full qualification	Short training programs do not provide the same incentive to stay within the one workplace

In the end, the quality of the training will depend on the quality of the trainer, whether they are from an RTO or not.

SECTION FOUR

Developing skills in effective decision-making and dispute management

What training is relevant?

What do qualification codes mean?

What full qualifications are of relevance to decision-making and dispute management processes?

Aboriginal and Torres Strait Islander communities know their own problems more intimately than any outsider and therefore it is from within our communities that dispute resolution processes and models must arise. This is not only compatible with notions of autonomy and self-determination but it is 'good practice'.

Loretta Kelly, Gumbayngirr and Dunggatti woman, lecturer, School of Law and Justice, Southern Cross University, 2002

What training is relevant?

Introduction

This section provides a listing of nationally accredited training that is linked to the twenty key training areas identified in IFaMP's consultations with NTRBs. It includes single units and full qualifications which are highly relevant not only to NTRB staff, native title applicants and those they represent, but to all who work with Indigenous peoples. The listing is not comprehensive as new units and qualifications are continually emerging. We have listed the units once only, even though many of them are applicable to more than one cluster or training area.

Several of the key training areas specifically relate to the native title context, others do not. In some areas we recommend that specialist training providers will need to be considered. In other cases, there are no specific nationally accredited units available, however, we have listed units that support the training in a general way.

When you are making training choices it is important to remember that it is possible to 'mix and match' the units within the various clusters in order to find a course tailored to your needs.

You will need to discuss your choices with the training provider. Remember that not every training provider delivers every unit and that there are rules about core and elective units that go towards making up a full certificate or diploma qualification. If units are undertaken individually participants will get **Statements of Attainment** in each unit.

To get the specialised training you want it may be necessary to:

- approach training providers with specialist experience in these areas
- work with a training provider to tailor the training materials
- explore the possibility of partnership arrangements between accredited and non-accredited providers (see page 25).

Each training package, qualification and unit has its own unique code – a mix of letters and numbers. This is a bit like an address to make sure that you get the right unit or qualification, from the right package in your training program. For information about the codes and what they mean see page 45.

There is more detailed information about the full qualifications listed on pages 46 - 54 of this resource, and information about the units in Section 6. Full details about all qualifications can be found on the National Training Information Service website www.ntis.gov.au

This section has been colour coded to make it easier to use.

Governance Units developed specifically for Aboriginal and Torres Strait Islander studies are identified by red text
Business Services Competencies / Qualifications
Community Services Competencies / Qualifications
Local Government Competencies / Qualifications
Conservation and Land Management Competencies / Qualifications
Health Services Competencies
Training and Assessment Competencies / Qualifications

Key Training Areas

The twenty key training areas identified in consultations with NTRBs have been grouped into 5 clusters.

Cluster 1: Individual Communication Skills

There are four training areas that relate to this cluster. They are:

- Communication skills – introduction to effective communication
- Assertiveness and self-esteem
- Negotiation skills
- Dealing with difficult people and behaviours

Cluster 2: Communicating with Diverse Audiences

There are two training areas that relate to this cluster. They are:

- Presentation skills and public speaking
- Presenting technical information to non-technical audiences

Cluster 3: Supporting Effective Communication and Decision Making

There are seven training areas that relate to this cluster. They are:

- Organisational communication
- Mapping Indigenous decision-making processes
- Cross-cultural communication
- Managing meetings
- Group dynamics
- Team work and team-building skills
- Relationship-building exercises

Cluster 4: Assisting Others To Manage Disputes

There are five training areas that relate to this cluster. They are:

- Mapping conflict including underlying disputes, early warning signs, the range of Alternative Dispute Resolution (ADR) interventions and when they might be required
- Facilitation
- Mediation
- Managing technical experts and third parties in mediation and facilitation
- Dispute management design approaches

Cluster 5: Supporting and Training Others

There are two training areas that relate to this cluster. They are:

- Feedback and debriefing skills
- Train the trainer

CLUSTER 1:

Individual Communication Skills

This cluster is focused on building and strengthening the communication skills of individuals. The units in this cluster develop introductory communication, negotiation and general interpersonal skills which are the foundation for effective decision-making and dispute management. This cluster also includes units on assertiveness and self-esteem, which are necessary pre-requisites for communicating effectively with others.

There are no nationally accredited Certificates or Diplomas that are awarded for communication skills alone. All training packages have units that cover communicating effectively in the workplace as the capacity to communicate effectively with others underpins all nationally accredited training.

- **Communication skills – introduction to effective communication**

The ability to communicate effectively in the workplace is critical and underpins the capacity of NTRB staff to manage many of their day-to-day tasks including working effectively with Indigenous communities. The units listed below focus on both oral and written communication and include the ability to give and receive instructions, to listen effectively, to communicate simple messages clearly and to write simple documents.

Unit Name	Unit Code
Apply basic communication skills	BSBCM103A
Work effectively in a business environment	BSBCM201A
Communicate in the workplace	BSBCM203A
Deliver a service to customers	BSBCM208A
Provide information to clients	BSBCM209A
Write simple documents	BSBCM318A
Implement effective communication techniques	LGACOMP009A
Contribute to effective decision making	LGAGENE302A
Process and provide information	CHCINF1B
Meet information needs of the community	CHCINF7B
Manage information strategically	CHCINF6B

- **Assertiveness and self-esteem**

The capacity to communicate effectively with others requires individuals to be assertive about their own needs and interests. In order to negotiate priorities with others, including colleagues and clients, it is important that NTRB staff understand the difference between passive, aggressive and assertive responses and how to respond appropriately to these different types of behaviour. There are no nationally accredited units that deliver competencies specifically in assertiveness and self-esteem, however, these skills are covered in many general communication units.

NTRBs may need to identify training providers who specialise in the delivery of programs specifically relating to assertiveness and self-esteem.

Unit Name	Unit Code
Manage time	BSBATSIL409A
Be a community leader	BSBATSIL508A
Represent your organisation	BSBATSIW514A
Contribute to positive and culturally appropriate workplace	BSBATSIM415A

- **Negotiation skills**

Negotiation is the ability to discuss and agree with others in order to achieve sustainable, effective and mutually acceptable outcomes. Much of the day to day work of NTRB staff is focussed on negotiating and agreeing, or supporting others to participate in negotiation processes. The units below focus on how to prepare for, participate in and evaluate negotiation processes and increase awareness of the range of techniques and strategies which best support effective negotiation processes.

NTRB's may need to identify training providers who specialise in the delivery of advanced or specialist negotiation skills, particularly in commercial or cross cultural areas.

Unit Name	Unit Code
Participate in negotiations	LGAADMIN421A
Contribute to the proposal for a negotiated outcome for a given area of country	RTD4501A
Propose a negotiated outcome for a given area of country	RTD5517A

- **Dealing with difficult people and behaviours**

Managing and responding effectively to difficult or challenging behaviours is a core skill for staff who work with members of the public. It is important to understand what triggers difficult behaviour and to develop strategies to prevent such behaviour sensitively.

NTRBs may find it helpful to identify providers who can provide training that includes appropriate cross cultural elements and techniques.

Unit Name	Unit Code
Manage stress	BSBATSIL410A
Facilitate cooperative behaviour	CHCCS401A
Respond effectively to difficult or challenging behaviour	HLTCSD6A

CLUSTER 2:

Communicating with Diverse Audiences

This cluster focuses on developing the necessary skills to communicate information to support applicants and others in their decision-making about native title. The units in this cluster emphasise skills and techniques in the preparation, presentation and clarification of both complex and simple information. Training in this area needs to develop tools and strategies which support the delivery of easily understood information particularly about complex topics such as native title law. It also needs to include techniques which clarify whether audiences have understood the information that has been presented.

Training in this area should incorporate information on how to work with groups for whom English is a second language. It is important to include presentation techniques for audiences with varying levels of literacy and to investigate presentation strategies that do not rely heavily on the use of written materials.

- **Presentation and public speaking**

The ability to present information clearly to a diverse range of audiences is at the heart of much of the work of NTRBs. Training in this area focuses on how to create electronic presentations and deliver educational sessions. The units include techniques and strategies for working with diverse audiences including those with varying levels of comprehension of written English. Units which develop the skills of NTRB staff in representing their organisation have also been included.

NTRBs may need to explore specialist training providers in the area of public speaking such as Toastmasters or Rostrum.

Unit Name	Unit Code
Create electronic presentations	BSBADM306A
Make a presentation	BSBMKG407A
Conduct public educational presentations	LGACOM403B
Provide advocacy and representation	CHCAD4A

- **Presenting technical information to non-technical audiences**

This is an advanced training area relating to presentation and public speaking. In particular this area covers the ability to analyse and present research information and to produce maps for land management purposes. Ideally training in this area would be presented after courses in presentation or public speaking skills courses have been completed.

Unit Name	Unit Code
Write complex documents	BSBCM420A
Analyse and present research information	BSBCM405A
Undertake research activities	CCHPOL3A
Produce maps for land management purposes	RTD4507A
Provide appropriate information on cultural knowledge	RTD3802A
Record and document community history	RTD4809A

CLUSTER 3:

Supporting Effective Communication and Decision-Making

This cluster is focused on developing skills in how to design, improve and implement effective organisational processes. It recognises that good decision-making and dispute management require strong working relationships both within the organisation and within and across client groups. Training is aimed at developing an understanding of cultural influences which shape the suitability of decision-making or dispute management processes. This cluster also includes units which develop an understanding of how groups and teams work.

- **Organisational communication**

In order for NTRBs to deliver well co-ordinated services, it is important that there is good internal communication and coordination. Training in this area focuses on implementing effective communication processes across an organisation and on developing the skills necessary to promote and maintain effective work environments.

This area is broad and there are numerous relevant units. Full qualifications that could be considered are listed in the second table.

Unit Name	Unit Code
Implement a business-like approach	BSBATSIM412A
Obtain and manage consultancy services	BSBATSIW416A
Work with the Manager	BSBATSIL502A
Process and maintain workplace information	BSBCMN206A
Exercise initiative in a business environment	BSBCMN301A
Organise workplace information	BSBCMN305A
Develop work priorities	BSBCMN402A
Map regional issues and stakeholders	RTD6505A
Support group and community changes in resource management	RTD5802A
Manage cultural processes in an Indigenous organisation	RTD6801A
Maintain an effective work environment	CHCORG5B
Work effectively with culturally diverse clients and co-workers	CHCCS405A

Full Qualification Name	Qualification Code
Certificate III in Business (Frontline Management)	BSB30504
Certificate IV in Business	BSB40101
Certificate IV in Business (Governance)	BSB40901
Certificate IV in Business (Frontline Management)	BSB41004
Certificate IV in Business Management	BSB41101
Diploma of Business	BSB50101
Diploma of Business Management	BSB50401
Diploma of Business (Governance)	BSB50901
Diploma of Business (Frontline Management)	BSB51004
Advanced Diploma of Business Management	BSB60201
Certificate IV in Community Development	CHC41902
Diploma in Community Development	CHC51402

- **Mapping Indigenous decision-making processes**

It is important that if a decision-making process is proposed by an NTRB for an Indigenous community or group, it is appropriate to that group or community. Good processes require informed consent and result in sustainable and acceptable outcomes. Training in this area needs to focus on identifying the local cultural factors which influence the suitability of a decision-making process. It should also include specific techniques and strategies to identify existing Indigenous decision-making processes.

Unit Name	Unit Code
Maintain and protect culture	BSBATSIC403A
Manage cultural processes in an Indigenous organisation	RTD6801A
Manage the incorporation of a group	RTD5911A
Propose appropriate uses of traditional customs	RTD3817A
Develop work practices to accommodate cultural identity	RTD4906A
Operate within community cultures and goals	RTD5803A
Map relationship of business enterprise to culture and country	RTD5904A

- **Cross cultural communication**

This training area focuses on the ability to foster and promote inclusive environments. It identifies the importance of both Indigenous and non-Indigenous cultural issues and the variety of organisational cultures that need to be communicated and explored. NTRBs and Indigenous communities are regularly involved in negotiating with other Indigenous and non-Indigenous groups including government, each of whom has their own cultural needs. Training must be tailored to the context and, if required, be locally specific.

Unit Name	Unit Code
Communicate with the community	BSBATSIC411A
Contribute to a positive and culturally appropriate workplace	BSBATSIM415A
Work effectively with diversity	BSBCMN315A
Work in an Indigenous community or organisation	RTD3903A
Develop approaches to include cultural and human diversity	RTD4802A
Plan for successful cultural practice at work	RTD5907A
Work in an Indigenous community or organisation	RTD3903A

- **Managing meetings**

This is an essential area for NTRBs. Training focuses on how to organise, plan and conduct meetings. It includes basic meeting skills such as minute taking, agenda setting and understanding formal meeting rules. This is an area where specialist training may be required particularly in exploring needs relevant to managing meetings conducted on country or in remote locations.

Unit Name	Unit Code
Manage a Board meeting	BSBATSIL408A
Manage self as a Board member	BSBATSIL509A
Conduct a community meeting	BSBATSIC510A
Organise meetings	BSBADM405A

- **Group dynamics**

Groups work in different ways. Understanding the stages that groups go through enables those who work with them to help the group more effectively achieve its goals. This area focuses on how to work with specific communities, how to support the activities of existing groups and how to support the development of new and emerging groups.

NTRBs may need to identify training providers who specialise in the delivery of programs specifically relating to group dynamics.

Unit Name	Unit Code
Facilitate ongoing group development	RTD4805A
Promote group formation and development	RTD5806A
Work within specific communities	CHCCD13C
Support the activities of existing groups	CHCGROUP1B
Support group activities	CHCGROUP2C

- **Team work and team building skills**

Much of the work undertaken by NTRBs is in teams and particularly small teams. The ability to work effectively with others including understanding the specific needs of diverse groups is important to the smooth running of any organisation. This training area focuses on how to work effectively with others, how to manage small teams, how to contribute to effective workplace relationships and how to coordinate the activities of a team.

Unit Name	Unit Code
Work effectively with others	BSBCM204A
Develop teams and individuals	BSBCM404A
Manage a small team	BSBSBM407A
Promote team effectiveness	BSBFLM412A
Facilitate work teams	BSBFLM504A
Coordinate the work activities of a team	LGAWORK309A

- **Relationship building exercises**

The ability to foster, promote and maintain relationships across diverse networks is essential for NTRB staff. This training area explores how to implement and contribute to effective workplace relationships and how to develop and maintain a range of networks. Most of the units included focus on how an individual or organisation can build relationships with others.

NTRBs are required to facilitate relationship building between the different client groups they represent and those with whom they are required to negotiate. NTRBs will benefit by using specialist training providers who deliver specific courses which focus on building relationships between different groups.

Unit Name	Unit Code
Create customer relationship	BSBCM216A
Contribute to effective workplace relationships	BSBFLM303A
Implement effective workplace relationships	BSBFLM403B
Establish business networks	BSBCM403A
Build client relationships	BSBMKG406A
Manage effective workplace relationships	BSBFLM503B
Develop community networks	RTD4804A
Participate in networks	CHCNET1C
Maintain effective networks	CHCNET2B
Develop new networks	CHCNET3B
Utilise specialist communication skills to build strong relationships	CHCCOM3C
Implement a community development strategy	CHCCD14B
Develop and implement a community development strategy	CHCCD15B
Establish and maintain community, government and business partnerships	CHCCD19A

CLUSTER 4:

Assisting Others to Manage Disputes

This cluster focuses on developing skills necessary to assist others to manage disputes. It emphasises the importance of understanding the sources of conflicts including triggers and causes and how to determine which dispute management intervention is the most appropriate. The units in this cluster include developing competence in acting as a facilitator or mediator in order to manage, assist or support dispute management and/or decision-making processes.

- **Mapping conflict including underlying disputes, early warning signs, the range of Alternative Dispute Resolution interventions and when they might be required**

To prevent unnecessary escalation of conflict it is important to understand how to recognise the causes and warning signs and the differences between the presenting and underlying dispute. This training area focuses on the ability to identify and manage conflict including the ability to identify the need for and suitability of a particular alternative dispute resolution process.

Unit Name	Unit Code
Manage conflict	BSBATSIL503A
Identify need for alternative dispute resolution	CHCMED408B
Apply conflict resolution strategies	LGACOMP008A

- **Facilitation**

Facilitation is a key skill for NTRBs. It is a dispute management process, but can also be used to assist groups to discuss, identify and achieve their goals. It aims to enable the fullest range of participation by group members in any decision-making process. Training in this area develops the ability to facilitate groups with whom NTRB staff are working. The units included here focus primarily on working with small groups.

This may be an area where NTRB's require advanced training by specialist providers who can assist in developing skills in working with large or multi-party groups, where there are complex agendas and cultural issues.

Unit Name	Unit Code
Facilitate development of group goals and projects	RTD5805A
Facilitate ongoing group development	RTD4805A
Facilitate cooperative behaviour	CHCCS401A
Facilitate the development of community capacity to	CHCCD18A

manage place	
Support community participation	CHCCD1B
Facilitate interaction between the clients	CHCMED405A
Facilitate alternative dispute resolution processes	CHCMED409B

• Mediation

Mediation is a process of dispute resolution whereby an independent, impartial and acceptable third party assists those involved in the dispute to resolve matters. The mediator does not provide advice, give suggestions or make recommendations as to ways in which the dispute can be resolved. The mediator provides support to assist those involved in identifying the range of issues that need to be discussed and in exploring the various elements of the dispute. The units included focus on how to conduct and manage mediation processes.

This may be an area where specialist training providers can provide particularly advanced or highly tailored training programs.

Unit Name	Unit Code
Plan mediation processes (NB. specialist human resources unit)	BSBHR510A
Implement mediation processes (NB. specialist human resources unit)	BSBHR511A
Conduct a sound assessment of a dispute for mediation	CHCMED401A
Gather and use information for the mediation process	CHCMED402A
Manage communication exchanges to define the dispute	CHCMED403A
Facilitate the mediation process	CHCMED404A
Consolidate and conclude the mediation process	CHCMED406A
Reflect and improve upon professional mediation practice	CHCMED407A

Full Qualification Name	Qualification Code
Certificate IV in Community Mediation	CHC41302

- **Managing technical experts and third parties in mediation and facilitation**

Managing the role of third parties and technical experts such as lawyers, researchers, advisors and others is a core element of managing effective mediation and facilitation processes.

This training area is an element of advanced mediation and/ or facilitation training and NTRBs may need to receive this training from specialist training providers.

Unit Name	Unit Code
Coordinate the preparation of a regional resource management plan	RTD6504A

- **Dispute management design approaches**

There are various elements that need to be included in the design of a dispute management process. This ensures that the process is the right one for the dispute and the people involved. This area focuses on how to identify the need for alternative dispute resolution and how to support and facilitate various dispute resolution processes. It also includes an understanding of how to ensure that the dispute management design incorporates appropriate cultural elements or practices.

This is a highly complex area which requires significant understanding of a range of issues, including dispute management processes, government and organisational policy and Indigenous procedural and cultural needs. To undertake training successfully in this area, participants would require a range of pre-requisite skills including those covered in clusters 1 to 4. There are no nationally accredited units or qualifications in this area and specialist training providers will need to be considered.

CLUSTER 5:

Supporting and Training Others

This cluster supports the development of skills necessary to enable the transfer of skills to others. It also includes units which are specifically focussed on how to effectively train adult learners.

- **Feedback and debriefing skills**

The ability to give feedback supports and encourages learning. Effective debriefing assists staff to manage stress and identify ways of improving their performance. In turn, this helps organisations and staff to identify better ways of using their resources. Most of the units included are specialist human resource units and focus on the elements of positive, constructive and useful feedback and debriefing processes.

Unit Name	Unit Code
Manage performance management systems	BSBHR503A
Manage employee relations	BSBHR604A
Manage change	BSBHR601A
Plan and conduct group activities	CHCGROUP3C

- **Train the trainer**

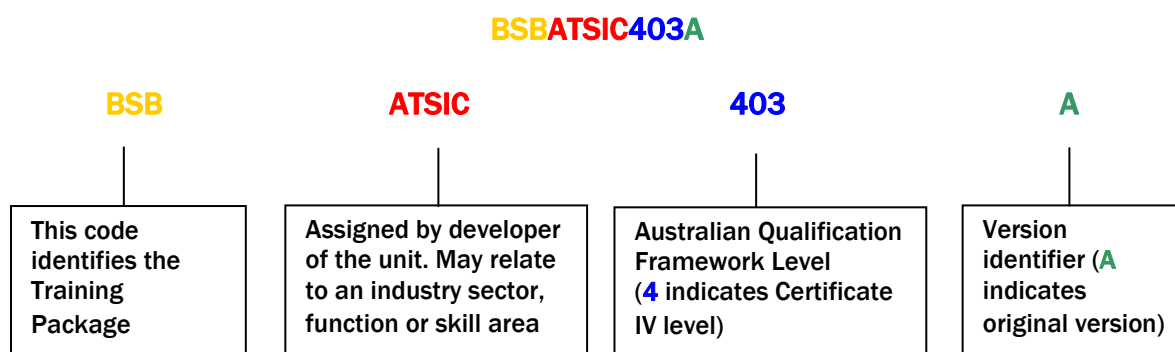
NTRBs are often required to train others. The ability to do this well requires an understanding of the principles of adult learning and how to plan and organise group-based learning. The units included in this area cover coordinating, planning and facilitating learning, including distance learning and how to address language and literacy issues. Any training should include units which focus on addressing the needs of culturally diverse groups.

Unit Name	Unit Code
Provide training through instruction and demonstration of work skills	TAADEL301A
Plan and organise group-based learning	TAADEL401A
Facilitation group-based learning	TAADEL402A
Facilitate individual learning	TAADEL403A
Facilitate work-based learning	TAADEL404A
Coordinate and facilitate distance-based learning	TAADEL405A
Foster and promote an inclusive learning culture	TAAENV402A
Address language, literacy and numeracy issues within learning and assessment practice	TAALLN401A
Design and develop learning programs	TAADES402A
Facilitate action learning projects	TAADEL502A
Provide advanced facilitation to support learning	TAADEL503A
Facilitate group processes	TAATAS504A
Lead and conduct training and/or assessment evaluations	TAACMQ503A

Full Qualification Name	Qualification Code
Certificate IV in Training and Assessment	TAA40104
Diploma of Training and Assessment	TAA50104

What do qualification codes mean?

The coding system for nationally accredited units is not consistent across all training packages. The information below provides some guidelines about how units are usually coded. It is important to be aware that qualifications may be made up of units selected from a range of levels. For example, some Certificate III qualifications may contain units from level II or level IV.



Code	Training Package	Field Code	Field Name
BSB	Business Services	ATSI	Governance (Indigenous Organisations)
		CMN	Common Business
		ADM	Specialist Administration
		FLM	Frontline Management
		MKG	Marketing
		SBM	Small Business Management
		HR	Human Resources
RTD	Land and Conservation		
LGA	Local Government	GENE	General
		COM	Common
		ADMIN	Administration
CHC	Community Services	CS	Personal Care / Support
		AD	Advocacy Skills
		COM	Communication
		NET	Networking
		MED	Mediation
TAA	Training & Assessment	DES	Learning Design
		DEL	Delivery and Facilitation
		LLN	Language Literacy and Numeracy Practice
		TAS	Training Advisory Services
		CMQ	Coordination, Management and Quality of Training

What full qualifications are relevant to decision-making and dispute management processes?

This section provides details of complete Certificate and Diploma qualifications that contain units recommended for people working in NTRBs who want to develop or improve decision-making and dispute management skills or have their current skills in these areas recognised. All the programs listed are nationally accredited.

We have included information about the core and elective units that make up each qualification. Details of the training organisations that currently deliver these qualifications can be found in Part 2 of this resource.

The qualifications are:

- Certificate IV in Community Mediation CHC41302
- Certificate IV in Community Development CHC41902
- Diploma in Community Development CHC51402
- Certificate IV in Business (Governance) BSB40901
- Diploma in Business (Governance) BSB50901
- Certificate II in Indigenous Leadership (80605ACT)
- Certificate IV in Indigenous Leadership (80606ACT)
- Certificate IV in Aboriginal Family Mediation (91097NSW)
- Certificate IV in Preparing for Negotiation: Devising Sustainable Processes to Promote Sustainable Outcomes (51320)

NOTE: All the programs listed are nationally accredited, however, not all are available in the public domain. The qualifications in the public domain are in **blue** – this means that units and competencies are freely available. The qualifications accredited by individual organisations are in **red**. Negotiations would need to take place with these organisations to award these qualifications.

Remember that it is often possible to use the ‘shopping trolley’ approach i.e. ‘mix and match’ electives to get a qualification that reflects your training needs.

Certificate IV in Community Mediation CHC41302

Course Description

The Certificate IV in Community Mediation is currently the only nationally recognised training course in mediation practice. The course is designed to teach specialist mediation skills that can be delivered in a wide range of community situations. The attainment of any Certificate IV level qualification means that graduates are competent to act as first-line supervisors, and do not need to work under the supervision of others.

Course Requirements

15 units are required for this qualification - 12 core units and 3 elective units as listed below.

Units of Competency

Core:		Electives: (choose 3)	
CHCMED401A	Conduct a sound assessment of a dispute for mediation	CHCMED408B	Identify the need for alternative dispute resolution
CHCMED402A	Gather and use information for the mediation process	CHCMED409B	Facilitate alternative dispute resolution processes
CHCMED403A	Manage communication exchange to define the dispute	CHCCS401A	Facilitate cooperative behaviour
CHCMED404A	Facilitate the mediation process	CHCPOL3A	Undertake research activities
CHCMED405A	Facilitate interaction between the clients	RTD3903A	Work in an indigenous community or organisation
CHCMED406A	Consolidate and conclude the mediation process	RTD4501A	Contribute to the proposal for a negotiated outcome for a given area of country
CHCMED407A	Reflect and improve upon professional mediation practice	RTD4805A	Facilitate ongoing development
CHCORG5B	Maintain an effective work environment	RTD5904A	Map relationship of business enterprise to culture and country
CHCOHS301A	Participate in workplace safety procedures	RTD5508A	Develop strategies for Indigenous land or sea management
CHCCOM3C	Utilise specialist communication skills to build strong relationships	RTD5517A	Propose a negotiated outcome for a given area of country
CHCCS301A	Work within a legal and ethical framework	RTD5806A	Promote group formation and development
CHCCS405A	Work effectively with culturally diverse clients and co-workers	RTD5805A	Facilitate development of group goals and project
		RTD6801A	Manage cultural processes in an Indigenous organisation
		LGACOMP009A	Implement effective communication techniques
		LGACOMP008A	Apply conflict resolution strategies
		LGAADMIN421A	Participate in negotiations
		BSBFLM504A	Facilitate work teams
		BSBHR510A	Plan mediation processes
		BSBHR511A	Implement mediation processes
		BSBCMN206A	Process and maintain workplace information
		PRMCMN403A	Facilitate effective teamwork

Certificate IV in Community Development CHC41902

Course Description

This qualification applies to community work delivered through a broad range of services which contributes to the development of community capacity through community consultation, public education, health promotion and advocacy. At the completion of this qualification the student will be able to work within a professional team to support the development of the community. This qualification defines the knowledge and skills for Community Development workers who work under the guidance of others.

Course Requirements

14 units are required for this qualification - 11 compulsory units and 3 elective units as listed below.

Units of Competency

Core:		Electives: (choose 3)	
CHCCD12D	Apply a community development framework	BSBATSIC403A	Maintain and protect culture
CHCCD13C	Work within specific communities	BSBATSIC510A	Conduct a community meeting
CHCCD14B	Implement a community development strategy	CHCAD3A	Undertake systems advocacy
CHCCD1B	Support community participation	CHCAD4A	Undertake advocacy and representation
CHCCD4C	Develop and implement community programs	CHCCD2B	Provide community education projects
CHCCD5C	Develop community resources	CHCCD8B	Support community action
CHCCOM3C	Utilise specialist communication skills to build strong relationships	CHCCHILD1C	Identify and respond to children and young people at risk of harm
CHCCS405A	Work effectively with culturally diverse clients and co-workers	CHCCS3C	Co-ordinate the provision of services and programs
CHCINF7B	Meet information needs of the community	CHCCH402A	Respond holistically to client issues
CHCOHS401A	Implement and monitor OHS policies and procedures for a workplace	CHCGROUP2C	Support group activities
CHCORG5B	Maintain an effective work environment	CHCGROUP3C	Plan and conduct group activities
		CHCNET2B	Maintain effective networks
		CHCORG25B	Recruit and co-ordinate volunteers
		CHCPOL3A	Undertake research activities
		HLTHIR4A	Work effectively in a cross cultural context with Aboriginal and Torres Strait Islander people and organisations

Diploma in Community Development CHC51402

Course Description

This qualification applies to community work delivered through a broad range of services which contributes to the development of community capacity through community consultation, public education, health promotion and advocacy. This qualification defines the knowledge and skills for Community Development workers who work under broad direction from senior managers.

Workers at this level are required to have an understanding of Indigenous culture and history and to work with local communities in the provision of services.

Course Requirements

19 units are required for this qualification - 16 compulsory units and 3 elective units as listed below.

Units of Competency

Core:		Electives: (choose 3)	
CHCAD3A	Undertake systems advocacy	CHCAD4A	Undertake advocacy and representation
CHCCD14B	Implement a community development strategy	CHCADMIN3B	Undertake administrative work
CHCCD15B	Develop and implement a community development strategy	CHCCD18A	Facilitate the development of community capacity to manage place
CHCCD4C	Develop and implement community programs	CHCCD19A	Establish and maintain community, government and business partnerships
CHCCD5C	Develop community resources	CHCCD2B	Provide community education projects
CHCCD8B	Support community action		
CHCCD9B	Support community leadership	CHCCHILD1C	Identify and respond to children and young people at risk of harm
CHCCOM4B	Develop, implement and promote effective communication techniques	CHCCS405A	Work effectively with culturally diverse clients and co-workers
CHCCH402A	Respond holistically to client issues	CHCCS6B	Assess and deliver services to clients with complex needs
CHCINF5B	Meet statutory and organisational information requirements	CHCGROUP3C	Plan and conduct group activities
CHCNET3B	Develop new networks	CHCORG25B	Recruit and co-ordinate volunteers
CHCNET4A	Work with other services	CHCORG27A	Provide mentoring support to colleagues
CHCOHS401A	Implement and monitor OHS policies and procedures for a workplace	LGACOM502A	Devise and conduct community consultation
CHCPOL3A	Undertake research activities	SRXHRM001B	Manage volunteers
CHCPOL4A	Develop and implement policy	SRXTEM003A	Work autonomously
CHCPOL5A	Manage research activities		

Certificate IV in Business (Governance) BSB40901

Course Description

This qualification meets the needs of Boards of Management of Indigenous Community Organisations.

Course Requirements

13 units are required for this qualification - 8 core units and 5 elective units as listed below. Up to 2 elective units may be selected from elsewhere in the Business Services Training Package or any other endorsed Training Package provided that they are relevant to the work of Indigenous Community Boards of Management.

Units of Competency

Core:		Electives: (choose five)	
BSBATSIL401A	Meet the roles and responsibilities of a board member	BSBATSIL408A	Manage a board meeting
BSBATSIL402A	Use the constitution	BSBATSIL409A	Manage time
BSBATSIC403A	Maintain and protect the culture	BSBATSIL410A	Manage stress
BSBATSIM404A	Use the business plan	BSBATSIC411A	Communicate with the community
BSBATSIM405A	Monitor financial management and budgets	BSBATSIM412A	Implement a business-like approach
BSBATSIM406A	Manage assets	BSBATSIM413A	Oversee business planning
BSBATSIM407A	Plan for organisational needs	BSBATSIM414A	Prepare the organisation's annual budget
BSBATSIM504A	Develop and implement organisational policies	BSBATSIM415A	Contribute to a positive and culturally appropriate workplace
		BSBATSIW416A	Obtain and manage consultancy services
		BSBATSIW417A	Select and utilise technology

Diploma of Business (Governance) BSB50901

Course Description

This qualification meets the needs of Boards of Management of Indigenous Community Organisations.

Course Requirements

13 units are required for this qualification - 8 core units and 5 elective units as listed below. Up to 2 elective units may be selected from elsewhere in the Business Services Training Package or any other endorsed Training Package provided that they are relevant to the work of Indigenous Community Boards of Management.

Units of Competency

Core:		Electives: (choose five)	
BSBATSIC403A	Maintain and protect the culture	BSBATSIL508A	Be a community leader
BSBATSIL501A	Meet the roles and responsibilities of a board member (2)	BSBATSIL509A	Manage self as a board member
BSBATSIL502A	Work with the manager	BSBATSIC510A	Conduct a community meeting
BSBATSIL503A	Manage conflict	BSBATSIM511A	Develop enterprise opportunities
BSBATSIM504A	Develop and implement organisational policies	BSBATSIM512A	Manage board competencies
BSBATSIM505A	Control organisation finances	BSBATSIM513A	Oversee recruitment induction of staff
BSBATSIM506A	Develop employment policies	BSBATSIW514A	Represent your organisation
BSBATSIM507A	Establish and maintain a strategic planning cycle	BSBATSIW515A	Secure funding

Indigenous Leadership Courses *

Course Description

These courses are accredited by the Australian Indigenous Leadership Centre. Certificate courses are leadership programs designed for Indigenous Australians who are active in Indigenous affairs, through employment or voluntary participation in Indigenous community organisations, government departments or corporations.

Courses involve residential workshops and supported independent learning in home communities. Programs focus on Leadership, Indigenous Leadership, Representation, Governance, Relationships and Networks, Engagement and Participation.

Course Requirements

Certificate II in Indigenous Leadership (80605ACT) requires completion of 11 units.

Certificate IV in Indigenous Leadership (80606ACT) requires completion of 20 units of competency, which includes the 11 Certificate II units.

Units of Competency

Certificate II in Indigenous Leadership (80605ACT)

BSBCMN201A	Work effectively in a business environment
BSBCMN202A	Organise and complete daily work activities
BSBCMN203A	Communicate in the workplace
BSBCMN204A	Work effectively with others
BSBCMN209A	Provide information to clients
CHCAD1C	Advocate for clients
CHCCD7B	Support community resources
CHCCS5B	Identify and address specific client needs
CHCGROUP2C	Support group activities
CHCNET1C	Participate in networks
SRSCOP002B	Plan for and participate in a media interview

Certificate IV in Indigenous Leadership (80606ACT)

BSBFLM412A	Promote team effectiveness
BSBATSIC403A	Maintain and protect culture
BSBATSIL503A	Manage conflict
BSBATSIL410A	Manage stress
BSBCMN403A	Establish business networks
BSBCMN311A	Maintain workplace safety
CHCCD13C	Work within specific communities
CHCINF7B	Meet information needs of the community
CHCCD1B	Support community participation

Plus the 11 Certificate II units

*Private provider owned: Australian Indigenous Leadership Centre Ltd

Certificate IV in Aboriginal Family Mediation (91097NSW) *

CHCMED401A	Conduct a sound assessment of a dispute for mediation
CHCMED402A	Gather and use information for the mediation process
CHCMED403A	Manage communication exchange to define the dispute
CHCMED405A	Facilitate interaction between the clients
CHCMED406A	Consolidate and conclude the mediation process
CHCCS301A	Work within a legal and ethical framework
CHCCS404A	Facilitate family intervention strategies
CHCDFV1B	Recognise and respond to domestic and family violence
CHCCHILD1C	Identify and respond to children and young people at risk of harm
9051A	Defining terms in Aboriginal community
9051B	Aboriginal cultural context mediation
9051C	Culturally appropriate family mediation
9051D	Aboriginal family mediation
9051E	Dealing with serious family conflict

* Private provider owned: Community Connections North Coast Inc

Certificate IV in Preparing for Negotiation: Devising Sustainable Processes to Promote Sustainable Outcomes (51320) *

Unit 1	Develop a structured framework of understanding incorporating issues, needs, interests, values and objectives as they relate to cross-sectoral and/or cross-cultural decision-making
Unit 2	Develop an understanding of how other people and organisations are involved with issues and their role in cross-sectoral and/or cultural decision-making
Unit 3	Develop an understanding of the potential risks of cross-sectoral and/or cross-cultural negotiation processes being undermined or destabilised
Unit 4	Develop an understanding about the roles of advocates, advisors and intermediaries play in different decision-making processes
Unit 5	Develop an understanding of the characteristics of different types of negotiations and why the process that evolves will depend on how the initial agenda and procedural guidelines are formulated
Unit 6	Develop an understanding of the significance of the stage in negotiations when complex information has to be presented and shared
Unit 7	Anticipate the challenges associated with acknowledging and accommodating different values and beliefs that could feature in cross-sectoral and/or cross-cultural negotiations
Unit 8	Develop an understanding of what might influence willingness to commit to a collaborative rather than a competitive negotiation process or a formal determinative process governed by established precedents
Unit 9	Review and summarise how the ideas generated have cumulatively increased capacity to prepare for negotiations, and a capacity to appreciate the relevance of sustainability

* Private provider owned: Judith Morrison

SECTION FIVE

Obtaining funding for training

How do I get monies to fund training?

What is a New Apprenticeships or Traineeship?

What other government programs are available?

A lack of confidence and trust in any agency or service by government... can only be overcome by building trust through empowering people to make their own decisions about their own lives... and a strong desire to take charge of our own lives and futures

Kurt Noble, Coordinator, Pormpuraaw Community Justice Healing Centre, 2005

How do I get monies to fund training?

Nearly all of the Commonwealth and State monies that are available for training are linked to the delivery of nationally accredited qualifications. There are many funding options and they vary from state to state.

There are programs that are specifically aimed at increasing the participation of Indigenous people in nationally accredited training. To get up-to-date information about what is available in your State or Territory, contact the Indigenous Contact Officer at your local State or Territory Training Authority (see page 22 for contact numbers). Information is also up-dated regularly on the websites.

One of the best ways to fund nationally accredited training for employees is through New Apprenticeships. This program is for people who want to gain a full qualification and is usually for people who have only been with an employer for a short time. The employer can get very good subsidies to help with wages (often as high as \$4000), but it is important that New Apprentices complete their qualifications or the full payments will be not received by the employer.

Each State/Territory Training Authority also funds training through a range of other programs. Usually Indigenous groups are high priority target groups. This funding is often quite flexible, so if you need to get funding for short programs for people who are not employed or for people who have worked with your organisation for a long time, then these options could be checked out. We've listed some of these programs on pages 58 – 63.

Training is often more cost effective when it is delivered to larger groups of people. NTRB's could consider partnering with each other where possible to keep training costs down.

What is a New Apprenticeship or Traineeship?

One of the most important training programs is the New Apprenticeship program. This program is offered in all States and Territories in Australia.

A New Apprenticeship (sometimes called a 'traineeship') is an employment based training program where a New Apprentice (or trainee) has an opportunity to combine practical experience in the workplace with accredited training. The employer agrees to provide some of the training on the job, and an RTO is chosen to provide training either in the workplace or off the job eg a New Apprentice might go to TAFE or attend a private college on a regular basis.

New Apprenticeships are available for people who work in full or part-time positions and they are open to people of any age. To do a New Apprenticeship you have to agree to do training for a full Certificate, so the training usually lasts for a least a year.

Businesses can employ a New Apprentice under an Australian Workplace Agreement, Certified Agreement or industry award. There is a huge variety of apprenticeships and traineeships available. They include training in Aquaculture, Arts, Automotive, Building and Construction, Business Management, Clerical and Administration, Communications and Information Conservation and Land Management, Community Services and Health, Electrical and Electronics, Engineering and Metal, Food Processing, Forestry, Horticulture and Rural, Local Government, Public Administration, Textile and Clothing, Tourism and Hospitality, Transport and Storage.

New Apprenticeships could be undertaken to gain many of the qualifications listed in this resource. Alternatively, units listed could be included as electives for other qualifications undertaken through New Apprenticeship arrangements.

Employers who take on New Apprentices get government subsidies as the New Apprentice moves through their qualification. The Commonwealth Government also provides monies to the training organisation to oversee and deliver the training. The participant fee is usually \$250.

New Apprenticeships are available to people who have just started work, or who have only been working in a particular job for a short time. However, in some States and Territories in Australia, existing workers (ie people who have worked with an employer for some time) may also be able to do a New Apprenticeship.

To get information about New Apprenticeships, it is best to contact the New Apprenticeship Referral Line on 1800 639 629, who will provide you with the contact information for your local New Apprenticeship Centre (or NAC).

What other government programs are available?

There are many government programs that provide funding for nationally accredited training. The programs vary from one state and territory to another and guidelines change from time to time. It is important to check website information or talk to the Indigenous Contact Officer regularly to find out what new opportunities may be available.

Some of the programs are listed below. The list is not comprehensive, so we strongly recommend that you contact your State or Territory Training Authority (see page 22) or your local RTO to get advice when you are making decisions about training.

Australian Capital Territory

New Apprenticeships Program

There are many New Apprenticeships opportunities available in the ACT. New Apprenticeships are available for both new workers and existing workers. Additional Support Funding is also available under this program. This funding is for New Apprentices who need extra support to complete their qualification. An RTO can apply for this funding and it is negotiated on a case-by-case basis. Additional support funding might provide extra help with literacy and numeracy or fund a mentor who can assist in providing culturally sensitive support for an Indigenous apprentice. To find out contact details for this program, call the New Apprenticeship Referral Line on 1800 639 629.

Strategic Priorities Program

The *Strategic Priorities Program* provides funding for part and full qualifications. The special focus areas for this program in 2005 are Indigenous learners, people with disabilities and people 40 plus. Usually, funding is tendered for twice a year. In-between times the RTO can apply for funding under Just in Time arrangements.

For more information contact the Program Manger on 02 6205 5795.

New South Wales

New Apprenticeship Program

There are many qualifications available under New Apprenticeship arrangements in New South Wales. To find out contact details for this program, call the New Apprenticeship Referral Line on 1800 639 629.

In September 2004, the Department of Education and Training New Apprenticeships Centres launched a major new initiative – the *Way Ahead for Aboriginal People* – to improve the vocational education and employment opportunities for Aboriginal People.

Aboriginal Programs

Programs focusing on the vocational education and training needs of Aboriginal people include the VET Infrastructure for Indigenous People program, which provides more capital funding for facilities to assist in making VET more accessible to Indigenous people. Other programs for Indigenous people include the *New Careers for Aboriginal People* program, the *Aboriginal Registered Providers Program* and the *Aboriginal Enterprise Development Officer Program*.

For more information about Aboriginal Programs, contact the Student Services and Equity Programs Directorate on 02 9561 8191.

Information is also available by contacting the Principal Education Officer, TAFE Service, Aboriginal Training and Education Directorate on 02 92 44 5638.

Northern Territory

New Apprenticeships

To find out where your nearest New Apprenticeships Centre is located, call the New Apprenticeships Referral Line on 1800 639 629.

Funding Sources

The Department of Employment, Education and Training (DEET) manages and administers programs and funding arrangements for the delivery of vocational education and training in the Territory.

Flexible Response Funding

Flexible Response Funding specifically targets Indigenous people, for training delivery of accredited and non-accredited training on site in the community. Communities can access funding at any time throughout the year. DEET provides *Flexible Response Funding* for training to be delivered in Indigenous Communities when the community organisations are unable to access funding from other sources. Training needs to link to employment or work ready outcomes.

Community Response Program

Supports recurring accredited training that links to building work ready skills of Indigenous people. For example, training in first aid and driver licensing.

Training for Remote Youth (TRY)

TRY is aimed at bringing youth and the local community together to provide structured training and learning experiences that will enable them to prepare for employment in the community or re-engage in further learning. The target group for *TRY* funding is youth aged between 14 and 19 years of age, who live in regional or remote localities of the Northern Territory and are disengaged from school based education.

For more information about the above programs, contact a Field Officer in the Employment and Training Division of DEET on 08 8901 1334.

Queensland

The Queensland Government has a number of training programs specifically for people of Aboriginal and Torres Strait Islander background. The programs are designed to assist learning in an environment sensitive to cultural differences and to the social context and learning style of Aboriginal and Torres Strait Islander people.

New Apprenticeships Program

There are many New Apprenticeships opportunities available in Queensland. To find out where your nearest New Apprenticeship Centre is located, call 1800 639 629.

Indigenous Employment and Training Support Program

The *Indigenous Employment and Training Support Program* consists of a network of Indigenous Employment and Training Support Officers (IETSOs) who provide culturally appropriate mentoring and support to local Aboriginal and Torres Strait Islander apprentices, trainees and vocational students during the course of their employment and/or training program. Assistance is also provided to unemployed Indigenous jobseekers and young people seeking pathways to education and/or training. The IETSOs work in collaboration with local Indigenous communities and the Indigenous Employment and Training Managers to develop local employment and training strategies and to identify employment and training opportunities in these areas.

To make contact with your local Indigenous Employment and Training Support Officer (IETSO) call 1300 369 925 or the Training Hotline 1300 369 935.

Training in Communities Program

The *Training in Communities Program* funds organisations to identify training and employment strategies, and to purchase appropriate training to meet the current and future needs of local industry and workforce. The program aims to provide local workers and job seekers with flexible, accessible, and user-friendly vocational education and training pathways.

The program aims to bring community agencies together to make decisions about the futures of their local areas.

To find out more information about training, call 1300 369 935.

South Australia

Aboriginal Employment Program

The *Aboriginal Employment Program (AEP)* assists Aboriginal people gain employment and training opportunities in both the public and private sectors.

The Aboriginal Apprenticeship Program

Apprenticeships combine practical work experience and structured training over a 3 or 4 year contract of training. Apprenticeships through AAP are particularly targeted at growth industries and skills shortage areas and provide positive long term outcomes for participants. Apprenticeships are offered in a number of vocational categories with 50% of placements targeted for regional areas. Financial subsidies are available for private sector employers who participate in the program.

The State Public Sector Aboriginal Recruitment and Career Development Strategy

This strategy aims to increase the representation of Aboriginal people employed in the State Public sector, through provision of skills development, recruitment and career enhancement opportunities.

For further information about both programs contact an *Aboriginal Employment Program* Employment Consultant on 08 84636556. They will put you in touch with the closest training provider. The RTO can then apply for funding under the *Aboriginal Employment Program*.

Tasmania

New Apprenticeships

To find out more about Apprenticeships and Traineeships in Tasmania contact a New Apprenticeship Centre by calling 1800 655 846.

Oana Mallacka

In Tasmania the Office of Post-Compulsory Education and Training is responsible for Indigenous training. *Oana Mallacka* is the Tasmanian Plan of Action for increasing Aboriginal peoples' participation in vocational education and training. It has been developed by the Department of Education and the Aboriginal community.

The Tasmanian government is working on a number of actions as part of *Oana Mallacka* to improve training for Indigenous people. Up to date information is available by contacting the Office of Post-Compulsory Education and Training on 03 6233 7133.

Currently, financial assistance for Aboriginal and Torres Strait Islander students undertaking vocational training is through the Aboriginal VET Co-coordinator on 03 6336 4209

Victoria

Local Aboriginal Education Consultative Groups

Local Aboriginal Education Consultative Groups (LAECGs) are voluntary bodies made up of local Koorie community members at the local level. They play a significant role in providing links between Koorie communities and education institutions. They are best placed to provide local perspective on education and training matters and highlight the needs and aspirations of local Koorie communities. The LAECGs are the first point of contact for any Koorie educational or training matter at the local level. There are currently 29 LAECGs located across Victoria. To find the nearest LAECG, call 03 9416 3833.

For advice regarding Koorie VET education issues in Victoria, contact the Victorian Aboriginal Education Association Inc on 03 94 86 1599

Western Australia

The WA Government has a strategic focus on the importance of education and training as a means to employment and enterprise development for Indigenous people. Making vocational education and training more relevant for Indigenous people and their communities is an essential element of this strategy.

New Apprenticeships

To find out more about Apprenticeships and Traineeships in WA contact the Training Information Centre on 1800 999 167 or the hotline number 131 954. The Training Information Centre is located at Level 2, 166 Murray Street, Perth WA 6000.

Skilling WA

The *Skilling WA Program* provides funding for short training programs to upgrade the skills for existing workers in industries related to resource development projects in WA.

Applications for funding are open to RTOs and relevant industry bodies or employee organisation that wish to provide the training. The training must address skill shortages in industries related to resource development in WA. It must also offer customised, short training programs designed to meet the specific needs of existing workers in the participating enterprises. Full qualifications will not be considered.

The Competitive Allocation of Training Program (CAT)

The *Competitive Allocation of Training Program* is designed to assist the Western Australian Department of Education of Training meet the skill requirement of industry and help people who are under-represented in vocation education and training to gain new skills and employment. The Department considers applications from RTOs. The nominated target groups for funding are Aboriginal and Torres Strait Islanders, women, people with disabilities, youth at risk, people over 45 years, people from culturally and linguistically diverse background and people living in remote areas.

Indigenous Education Strategic Initiative Program

The *Indigenous Education Strategic Initiative Program* is a Commonwealth program administered by the WA Department of Education and Training. The program provides supplementary funding to training providers to support initiatives which improve training outcomes for Indigenous students. Funding is released by the Department to eligible training providers under conditions specified in Resource Agreements. This initiative is designed for Indigenous post compulsory students intending to, or participating in vocational education and training programs

For more information about the above programs contact the Coordinator, Operation and Program Development WA Department of Training on 08 9264 5319.

SECTION SIX

Unit Descriptors

Business Services Training Package

Land and Conservation Training Package

Local Government Training Package

Community Services Training Package

Training and Assessment Training Package

Health Services Training Package

Business Services Training Package

GOVERNANCE (INDIGENOUS ORGANISATIONS)

BSBATSIC403A Maintain and protect culture

This unit covers working as a Board member in such a way as to respect, maintain and protect aspects of culture within the Board structure, the organisation and the community.

BSBATSIC411A Communicate with the community

This unit covers the process by which Board members work in partnership with the community including other organisation in order to meet community needs and involve people

BSBATSIL509A Manage self as a Board member

This unit covers presenting as a confident member of the Board, respecting culture, contributing positively, working with others and seeing the big picture.

BSBATSIC510A Conduct a community meeting

This unit covers the planning and conducting of community meetings, including bush meetings, which the Board may initiate or facilitate.

BSBATSIL408A Manage a Board meeting

This unit covers the planning and conduct of regular Board meetings and the communication and implementation of outcomes.

BSBATSIL409A Manage time

This unit covers Board members managing their time by assessing their commitments to the Board and to other matters.

BSBATSIL410A Manage stress

This unit covers Board members recognising, preventing and managing stress resulting from high workloads, conflict and other sources.

BSBATSIW416A Obtain and manage consultancy services

This unit covers the processes involved in the management of consultancy services.

BSBATSIL502A Work with the Manager

This unit covers appointing the Manager, clarifying respective roles and working together effectively on an on-going basis.

BSBATSIL503A Manage conflict

This unit covers managing conflict within the Board, the organisation and between the organisation and the community and wider community.

BSBATSIL508A Be a community leader

This unit covers the leadership role by members of the Board.

BSBATSIM412A Implement a business-like approach

This unit covers adopting a business-like approach in all aspects of operations.

BSBATSIM415A Contribute to a positive and culturally appropriate workplace

This unit covers the role of the Board member in contributing to the development and maintenance of a positive and culturally appropriate workplace.

BSBATSIW514A Represent your organisation

This covers Board Members representing their organisation in a range of situations, including the community, government and private sector organisations and through establishing relevant networks.

COMMON**BSBCMN103A Apply basic communication skills**

This unit covers the development of communication skills in the workplace. It covers the activities of gathering, conveying and receiving information, together with completing assigned written information under direct supervision.

BSBCMN201A Work effectively in a business environment

This unit covers the skills and knowledge required to work effectively within a commercial or business environment. It includes identifying the rights and responsibilities of employees and employers and conducting business in accordance with the organisational goals, values and standards.

BSBCMN203A Communicate in the workplace

This unit covers the skills and knowledge required to communication in the workplace. It covers the activities of gathering, conveying and receiving information together with completing routine written correspondence.

BSBCMN204A Work effectively with others

This unit covers the skills and knowledge required to work in a group environment such as promoting team commitment and cooperation and supporting team members.

BSBCMN206A Process and maintain workplace information

This unit covers the skills and knowledge required to collect, process, store and maintain workplace information and its systems. It includes the maintenance of filing and record systems.

BSBCMN208A Deliver a service to customers

This unit covers the skills and knowledge required to identify customer needs and provide a service to customers within a prescribed framework.

BSBCMN209A Provide information to clients

This unit covers the skills and knowledge required to greet clients and determine their needs in accordance with the organisation's requirements.

BSBCMN216A Create customer relationship

This unit specifies the outcomes required to deal with customer relationships at an introductory operational level. It covers the skills and knowledge required to create a positive impression and to establish rapport with a customer.

BSBCMN301A Exercise initiative in a business environment

This unit covers the skills and knowledge required to exercise initiative and influence others in a business environment. IT includes making decisions in accordance with organisational requirements.

BSBCMN305A Organise workplace information

This unit covers the skills and knowledge required to gather, organise and apply workplace information in the context of an organisation's work processes and information management systems.

BSBCMN315A Work effectively with diversity

This unit specifies the outcomes required to recognise individual differences and respond sensitively, and work effectively with individual differences.

BSBCMN318A Write simple documents

This unit specifies the outcomes required to plan, draft and review a basic document before writing the final version.

BSBCMN402A Develop work priorities

This unit covers the skills and knowledge required to plan own work schedules, monitor and obtain feedback on work performance and development.

BSBCMN403A Establish business networks

This unit covers the skills and knowledge required to develop and maintain effective workplace relationships and networks. It covers the activities of communication and representation.

BSBCMN404A Develop teams and individuals

This unit covers the skills and knowledge required to determine individual and team development needs and facilitate the development of a workgroup.

BSBCMN405A Analyse and present research information

This unit covers the skills and knowledge required to gather, organise and present workplace information using available systems.

BSBCMN420A Write complex documents

This unit specifies the outcomes required to plan documents, draft text, prepare final text and produce documents of some complexity.

SPECIALIST ADMINISTRATION

BSBADM306A Create electronic presentations

This unit covers the design of electronic presentations for speakers, self-access and on-line access.

BSBADM405A Organise meetings

This unit covers organising meetings including agendas, papers, participants and minutes.

FRONTLINE MANAGEMENT

BSBFLM303A Contribute to effective workplace relationships

This unit specifies the outcomes required to gather information and maintain effective working relationships and networks, with particular regard to communication and representation.

BSBFLM403A Implement effective workplace relationships

This unit specifies the outcomes required to collect, analyse and communicate information and to use that information to develop and maintain effective working relationships and networks, with particular regard to communication and representation.

BSBFLM412A Promote team effectiveness

This unit specifies the outcomes required of frontline managers to promote teamwork. It involves developing team plans to meet expected outcomes, leading the work team, and proactively working with the management of the organisation.

BSBFLM503A Manage effective workplace relationships

This unit specifies the outcomes required to manage effective workplace relationships with particular regard to communication and representation. This involves analysing and communicating information, establishing systems to develop and maintain effective working relationships and networks, and implementing strategies to overcome difficulties.

BSBFLM504A Facilitate work teams

Frontline management has a key role in leading, participating in, facilitating and empowering work teams/groups within the context of an organisation. They play a prominent role in motivating, mentoring, coaching and developing team members, and in achieving team cohesion. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

MARKETING**BSBMKG406A Build client relationships**

This unit covers the establishment, maintenance and improvement of client relationships to support attainment of key business outcomes.

BSBMKG407A Make a presentation

This unit covers the preparation, delivery and review of a presentation to a target audience.

SMALL BUSINESS MANAGEMENT**BSBSBM407A Manage a small team**

This unit covers planning and managing staff. It involves industrial relations, staff selection, staff records, induction, training and team development to enhance business operations.

HUMAN RESOURCES**BSBHR503A Manage performance management systems**

The unit covers the major components of managing and supporting performance management systems. Day-to-day coaching and informal feedback, leading to regular performance feedback sessions are covered. Specific interventions associated with underperformance and/or misconduct are also included.

BSBHR510A Plan mediation processes

This unit specifies the outcomes required to develop, disseminate, monitor and review guidelines and procedures for mediation in an organisation.

BSBHR511A Implement mediation processes

This unit specifies the outcomes required to implement the organisation's processes for mediation in specific disputes, in line with defined guidelines and procedures.

BSBHR601A Manage change

This unit covers off all those activities associated with the identification of strategic change requirements and opportunities, the development of change management strategies and their implementation and evaluation.

BSBHR603A Contribute to organisation development

This unit covers the development of an organisation development plan, preparing the organisation for an on-going approach to its development and implementation and maintenance of its organisational development process.

BSBHR604A Manage employee relations

This unit covers all aspects of employee relations impacting on managers at the strategic level. It seeks to develop and maintain a positive and productive workplace environment at all times.

Land and Conservation Training Package

RTD3802A Provide appropriate information on cultural knowledge

This competency standard covers the process of Indigenous people maintain cultural knowledge and directing if and how this knowledge may be provided to others. It requires the ability to investigate cultural knowledge, identify locations and patterns of plants and animals in a specific area, identify plants, animals and resources used for medicine and food and relating information on cultural knowledge to others.

RTD3817A Propose appropriate uses of traditional customs

This unit covers the use of traditional customers for Indigenous people in caring for country. It requires the ability to identify the role of traditional customer in Indigenous communities, outline impact of native title rights and interests recognised under non-Indigenous law, and propose appropriate applications of traditional customs.

RTD3903A Work in an Indigenous community or organisation

This unit covers the process of operating within an Indigenous community or organisation while demonstrating an awareness of Aboriginal and Torres Strait Islander identity, history and spirituality. It requires the ability to gather information about Indigenous and non-Indigenous social structures, summarise actions of government to deal with the effects of European colonization, outline responses of Indigenous peoples and operate within an Indigenous community or organisation.

RTD4501A Contribute to the proposal for a negotiated outcome for a given area of country

This competency standard covers the process of supporting and contributing to the development of a proposal for a negotiated outcome for a given area of country. It requires the ability to gather information to support the proposal for a negotiated outcome for a given area of land, contribute to the development of the proposal, and provide feedback on the development of the proposal. Contributing to the proposal for a negotiated outcome for a given area of country requires a knowledge of cultural customs and heritage, relevant legislation, community organisations, roles of different organisations in land and sea management, and land and sea management techniques and approaches.

RTD4507A Produce maps for land management purposes

This competency standard covers the process of preparing maps by hand or using geographical information systems (GIS) for land management purposes. It requires the ability to obtain information for a specific land management purpose, assess data availability and quality, format and present data and incorporate data onto maps. Producing maps for land management purposes requires knowledge of land management processes, relevant legislation and regulatory requirements, mapping principles, and the use of mapping software and hardware.

RTD4802A Develop approached to include cultural and human diversity

This competency standard covers the process of identifying and accessing culturally diverse groups in the community so that they are included in program development and implementation. It requires the ability to identify cultural diversity in a community, develop processes to include culturally diverse groups, and communicate support for involvement of culturally diverse groups.

RTD4804A Develop community networks

This competency standard covers the process of developing relationships that support the establishment and development of the group, and providing support from within the community for the group. It requires the ability to identify community cultures and goals, communicate with people of different ages, cultures and sexes, give presentations to diverse groups of people, and handle contentious issues raised by others in conjunction with strong views.

RTD4805A Facilitate ongoing group development

This competency standard covers the process of supporting a community group in its ongoing management and resolution of issues. It requires the ability to maintain contact and provide fresh input into group activities, establish a network of contacts, and facilitate resolution of group operating difficulties.

RTD4809A Record and document community history

This competency standard covers the process of recording oral and community history for natural and cultural resource management purposes. It requires the ability to prepare for interviews and group sessions, conduct interviews, conduct group sessions, transcribe and edit information and store records.

RTD4906A Develop work practices to accommodate cultural identity

This competency standard covers the process of developing work practices to accommodate cultural identity and recognising the role that history has had in shaping cultural identity in relation to work within an Indigenous community or organisation. It requires the ability to investigate Government policies and practices relating to Indigenous peoples since European settlement, synthesise changes that have occurred in Indigenous societies, outline effects of current work related issues, determine the impacts of competing factors on self-esteem/identity, and design work practices to accommodate cultural identity.

RTD5517A Propose a negotiated outcome for a given area of country

This competency standard covers the process of proposing a negotiated outcome for a given area of country according to community guidelines and best practice procedures. It requires the ability to identify, select and define relevant issues related to the given area of country, gather and analyse information, formulate and communicate proposals, complete a proposal for a negotiated outcome for a given area of country.

RTD5802A Support group and community changes in resource management

This competency standard covers the process of supporting change management processes in a group and community context. It requires the ability to identify changes occurring at group and community levels, identify potential impacts and reactions, and facilitate change management processes.

RTD5803A Operate within community cultures and goals

This unit covers the process of exploring and understanding the culture and goals of a community or group and operating appropriately within those parameters. It requires the ability to identify community values, research community history and plans, and establish role of group within the community.

RTD5805A Facilitate development of group goals and projects

This unit covers the facilitation role to assist a group to develop its direction and role in terms of goals, action plans and projects, and to prepare submissions for funding on relevant projects.

RTD5806A Promote group formation and development

This competency standard covers the process of bringing people together to form and strengthen the group, its processes and outcomes. It requires the ability to identify the potential for the group, develop approaches to create and maintain interest, communicate group potential and achievements and attract members and volunteers.

RTD5904A Map relationship of business enterprise to culture and country

This competency standard covers the process of mapping the relationship of European business enterprises to culture and country. It requires the ability to establish reasons for entering/establishing

business, interpret the legal parameters of the business organisation, investigate the roles of key positions in the organisation and/or community, and evaluate the decision making process.

RTD5907A Plan for successful cultural practice at work

This competency standard covers the process of planning for culturally appropriate work practices to enable practitioners to be successful in their chosen field of work or vocation. It requires the ability to summarise essential features of Indigenous families and cultures, review impacts of changes on Indigenous societies since European settlement, outline the concept of 'cultural maintenance', and plan culturally appropriate work practices.

RTD5911A Manage the incorporation of a group

This competency standard covers the process of coordinating activities related to the conversion of an unincorporated group into an incorporated entity. It requires the ability to identify association requirements, seek incorporation approvals and execute incorporation requirements.

RTD6504A Coordinate the preparation of a regional resource management plan

This competency standard covers the process of coordinating the development of regional plans in the context of natural resource management. Specialist planners and others are used to develop the plan. It requires the ability to review existing information, identify dimensions of issues, form panels and groups to support the process, coordinate the preparation of a draft plan, undertake consultation, and submit plan for approval.

RTD6505A Map regional issues and stakeholders

This competency standard covers the process of researching the scope and developing a project brief for a regional planning process, which also develops the information upon which the planning process will rely. It requires the ability to scope requirements of a mapping process, determine regional boundaries, identify regional resource management issues, determine the stakeholders in a regional resource management planning process, and develop proposals for a regional plan.

RTD6801A Manage cultural processes in an Indigenous organisation

This unit covers the process of managing cultural processes in an Indigenous organisation according to community and organisational guidelines and best practice procedures. It requires the ability to define Indigenous management processes, analyse strategies for working with non-Indigenous organisations and people, analyse the impact of a non-Indigenous framework on an Indigenous business structure, and develop and implement a vision for the business.

Local Government Training Package

LGAGENE302A Contribute to effective decision-making

This unit examines the decision-making process and capabilities required by those in positions of authority within council. It recognises the impact of personal and community influences upon councillors when making clear and strong decisions.

LGAWORK309A Coordinate the activities of a team

This unit covers the coordination of the work activities of small work groups or teams.

LGACOM403B Conduct public educational presentations

This unit covers contribution to the development, presentation and evaluation of educational and information sessions for the public. This unit is appropriate for staff members who conduct presentations to the public as part of their work duties. It is particularly suitable for those who do not hold formal training or educational qualifications.

LGACOMP008A Apply conflict resolution strategies

This unit identifies the skills and knowledge required for community workers to establish and manage the communication process to enable the parties to identify the need for alternative dispute resolution.

LGACOMP009A Implement effective communication techniques

This unit covers communication to ensure effective operation of the workplace. The unit specifically looks at facilitating discussions, producing written materials and making presentations. It is suitable for all people working within the organisation and is applicable across a range of contexts.

LGADMIN528A Provide advocacy and representation

This unit covers representing the interests of the organisation in forums. The unit outlines the knowledge and skill required to advocate on behalf of the organisation, and to represent the issues and interests of the organisation with the community, individuals and other organisations.

LGADMIN421A Participate in negotiations

This unit covers participating in negotiations either as an individual or as a member of a team. It includes effective negotiation techniques, planning and preparing for negotiation and finalising the agreement. The unit is suitable for those working as team leaders or manager or those dealing extensively with the community or other external stakeholders.

Community Services Training Package

CHCAD4A Provide advocacy and representation

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

CHCCD1B Support community participation

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

CHCCD13C Work within specific communities

Working with individuals or groups in specific communities.

CHCCD14B Implement a community development strategy

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

CHCCD15B Develop and implement a community and development strategy

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

CHCCD18A Facilitate the development of community capacity to manage place

This unit covers identifying, implementing and reviewing methods for improving community knowledge and involvement in place management practices using partnership building.

CHCCD19A Establish and maintain community, government and business partnerships

This unit describes the knowledge and skills required by members of a community group to define, establish and maintain partnerships across sectors to develop community capacity.

CHCCS401A Facilitate cooperative behaviour

This unit is concerned with the competencies required to respond to unacceptable behaviour and support responsibility for behaviour management and change.

CHCCS405A Work effectively with culturally diverse clients and co-workers

This unit deals with the cultural awareness required for effective communication and cooperation with persons of diverse cultures.

CHCDFV4B Promote community awareness of domestic and family violence

This unit identifies the skills and knowledge required to identify gaps in existing information, services and resources and to promote community awareness of domestic and family violence issues which will enable the community to work towards the prevention of domestic and family violence.

CHCGROUP2C Support group activities

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

CHCINF1B Process and provide information

Correctly handling organisational information including incoming and outgoing communications and enquiries.

CHCINF6B Manage information strategically

Providing education/information about services or programs for the public.

CHCINF7B Meet information needs of the community

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

CHCCOM3C Utilise specialist communication skills to build strong relationships

This unit relates to the application of specialist workplace communication techniques to build and maintain strong relationships with colleagues and clients, based on respect and trust.

CHCGROUP1B Support the activities of existing groups

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

CHCGROUP2C Support group activities

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

CHCGROUP3C Plan and conduct activities

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

CHCMED401A Conduct a sound assessment of a dispute for mediation

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 the mediation process

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

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

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.

CHCMED405A Facilitate interaction between clients

This unit identifies the skills and knowledge required for mediators to facilitate the agreed process of mediation.

CHCMED406A Consolidate and conclude the mediation process

This unit identifies the skills and knowledge required for the mediator to conclude the session and support the implementation of any agreement.

CHCMED407A Reflect and improve upon professional mediation practice

This unit describes the knowledge and skills required to evaluate own work, continuing self-development and effective supervision within an ethical code of practice

CHCMED408B Identify the need for alternative dispute resolution processes

This unit identifies the skills and knowledge required for community workers to establish and manage the communication process to enable parties to identify the need for alternative dispute resolution.

CHCMED409B Facilitate alternative dispute resolution processes

This unit identifies the skills and knowledge required for mediators to facilitate the agreed alternative dispute resolution process.

CHCNET1C Participate in networks

Participating in a network in order to gather information, forge links with other workers and services and to promote activities.

CHCNET2B Maintain effective networks

Establishing and maintaining formal and informal groups which directly impact on the effective operation of the organisation.

CHCNET3B Develop new networks

Setting up formal networks which will benefit the organisation and the clients.

CHCORG5B Maintain an effective work environment

Meeting individual responsibilities within a work group.

CHCPOL3A Undertake research activities

Implementing research relevant to operations of the organisation.

Training and Assessment Training Package

TAADES402A Design and develop learning programs

This unit specifies the competency required to conceptualise, design, develop and evaluate learning programs to meet an identified need for a group of learners, using appropriate criteria. Criteria may include endorsed competency standards and other specifications such as organisational performance standards, product equipment specifications and workplace procedures.

TAADEL301A Provide training through instruction and demonstration of work skills

This unit covers the skills required to provide instruction and demonstration of work skills using existing learning resources, in a safe and comfortable learning environment, and to determine the success of both the training provided and personal training performance.

TAADEL401A Plan and organise group-based delivery

This competency involves developing a delivery plan that is used by the trainer/facilitator to guide and manage delivery to a group. It encompasses interpreting the learning environment and delivery requirements for the identified group of learners, developing session plans, and preparing and organising the resources required.

TAADEL402A Facilitate group-based learning

The competency of delivering training and facilitating learning to a group involves preparing, guiding supporting and managing learners using a range of delivery methods, knowledge, skills and behaviours that enhance learning. It also includes the skills needed to support and manage interactions with and between individuals in a group.

TAADEL403A Facilitate individual learning

This unit specifies the competency required to facilitate individual learning through a one-on-one relationship between a learner and facilitator.

TAADEL404A Facilitate work based learning

This unit specifies the outcomes required to use work effectively as a learning process

TAADEL405A Coordinate and facilitate distance-based learning

The competency of delivering training and facilitating learning to a group involves preparing, guiding supporting and managing learners using a range of delivery methods, knowledge, skills and behaviours that enhance learning. It also includes the skills needed to support and manage interactions with and between individuals in a group.

TAADEL502A Facilitate action learning projects

This unit specifies the competency required to facilitate a group to engage in action learning

TAADEL503A Provide advanced facilitation to support learning

This unit specifies the competency required to integrate and extend delivery and facilitation practices to support learning of a diverse client base operating in a range of contexts within the vocational education and training sector.

TAAENV402A Foster and promote an inclusive learning culture

This unit specifies the competency required to foster and promote an environment which supports inclusive work practices and learning culture.

TAALLN401A Address language, literacy and numeracy issues within learning and assessment practice

This unit specifies the competency required to recognise the language, literacy and numeracy (LLN) demands of training and assessment and tailor training and assessment to suit individual skill levels, including accessing relevant support resources.

TAATAS504A Facilitate group processes

This unit specifies the competency required to lead or facilitate group processes to achieve an agreed outcome.

TAACMQ 503A Lead and conduct training and/or assessment evaluations

This unit specifies the competency required to lead and conduct training and/or assessment evaluations.

Health Services Training Package

HLTCSD6A Respond effectively to difficult or challenging behaviour

This unit relates to responding effectively to difficult or challenging behaviour of patients, clients and others. The unit will be suitable for Security Officers, Care Assistance Workers and others exposed to difficult and challenging behaviour.