

Informed Choices

To make an informed choice about the suitability of this course, you must consider the essential skills and knowledge in addition to the critical aspects of assessment of this course or qualification.



Study Area

Diploma of Counselling – CHC51015

For more detailed information about specific courses please go to: www.training.gov.au.

Industry Career Pathways

Students who successfully complete their qualification, can apply for various roles in the Community Services Industry.

This could include:

- who work with clients on personal issues using established counselling modalities.
- use communication, micro-counselling and interviewing skills and draw on varied counselling therapies to assist clients.

At this level, the counsellor will be working in defined and supported counselling roles in established agencies rather than in independent practice.

Students who have completed the qualification/s in the Training Package listed above may seek employment in the following specialised industry career pathways

- support worker
- telephone counsellor
- problem gambling worker
- support group facilitation
- family liaison worker
- peer support worker
- school counsellor

For more specific information on the details and tasks relating to counselling please refer to;

- For assistance with employment, visit www.jobsearch.gov.au/jobexplorer
- For up to date career resources to help explore and plan careers, visit www.myfuture.edu.au/
- For information about apprenticeships visit <http://www.australianapprenticeships.gov.au/> the Australian Apprenticeships website.
- For information about the relevant training package visit: <https://www.skillsiq.com.au/>

Core Skills Requirements (Inherent requirements)

In this industry career pathway, the following areas need to be considered;

1. Observation Skills and abilities

- **Be attentive and display consistent and appropriate facial expressions, eye contact.**
- **Being mindful of space, time boundaries and body movements and gestures within the physical environment.**
- Responding to feedback or questions.
- Read and interpret non-verbal cues (e.g. facial expressions, body language etc.) accurately and appropriately.
- Identify signs of distress and / or aggression.
- Notice changes in people's behaviour, ability and the environment.
- Identify safety hazards and risks.
- Identify signs of, and respond to, people who are under the influence of alcohol and / or other drugs.
- Identify signs of mental health distress.

2. Communication Skills and abilities

- **Listen attentively to what is being said.**
- Able to receive, reflect and act on constructive feedback.
- Provide timely, accurate and effective delivery of instructions, feedback and reporting.
- Convey knowledge and understanding of relevant subject matter, procedures and professional practice standards and ethics in construction of assignments and essays to academic standards.
- Ability to initiate and sustain communications with a range of people (other staff, families and clients).
- Ability to deliver clear and audible verbal instructions.
- Use appropriate language and respect when working with people from different cultures.
- Read and understand written information.
- Understand and follow written and verbal instructions.
- Understand and respond to verbal and non-verbal communication.
- Write coherent communication appropriate to the situation.
- Use technology to communicate (e.g. computer for reports, emails, documents).
- Communicate and work with other people as a team.

3. Technical and/or Motor Skills and abilities

- **Physical capability to cope with sitting comfortably for periods of at least an hour at a time.**
- Use equipment and other technology as appropriate for study and industry placement.

4. Cognitive Skills and abilities (understanding, interpreting, analysing, applying and transferring)

- **Maintain a sufficient level of concentration to complete an activity / task.**
- **Recall and communicate information.**
- Ability to read, write and understand documents such as reports, case notes, observations, client plans, court reports etc. in a professional manner.
- Source, understand and apply relevant and appropriate information and resources.
- Able to work independently and exercise professional judgement, use initiative and problem-solving skills.
- Time management skills including prioritising tasks.
- Gather, understand and organise information.
- Understand other people's perspectives / opinions and choices.
- Be attentive in interaction with others (e.g. to identify risks, to identify changes).
- Perform tasks in a safe manner and within reasonable timeframes.

5. Behavioural and Social Skills and abilities

- **Genuine interest in working with people.**
- **Control your emotions and reactions and withhold personal opinions.**
- **Demonstrate professional behaviour.**
- Works as part of a team and/or independently.
- Interpersonal skills and an ability to put people at ease.
- Sensitive when dealing with people's various additional needs.
- Ability to work with people in crisis.
- Good hygiene and personal presentation.
- Accepts responsibility for own work and outcomes.
- Demonstrate tolerance, patience and willingness to work with people from different backgrounds and cultures.
- Tolerate proximity with individuals.
- Interact with people of all genders.
- Respect personal and professional boundaries – including use of social media.
- Adapt to change.
- Maintain and understand principals of confidentiality and reporting requirements.
- Comply with legal requirements of industry (e.g. criminal history check).

Employability Skills

Listed below are the employability skills that a student needs to demonstrate during training and are highly valued by industry when seeking employment. As a student, you must be able to demonstrate:

- **Communication**
The ability to develop and maintain relationships, trust and confidence.
The ability to communicate with a range of people from different backgrounds.
- **Teamwork**
The ability to work with other people for a common outcome.

Respect for other people and their role within the work team.

The ability to accept direction and feedback.

- Problem solving

The ability to identify potential problems and respond appropriately.

The ability to ask questions and seek clarification when necessary.

- Initiative and enterprise

Motivation and interest.

The ability to seek assistance when necessary.

Foresight / the ability to see what needs to be done.

- Planning and organising

Appropriate time management skills.

The ability to prioritise, plan and organise own workload.

- Self-management

Seek feedback and reflect on your own performance.

Accept responsibility for own actions.

- Learning

Ability to identify own strengths and weaknesses and seek assistance where necessary.

The ability and motivation to build on past knowledge and experience.

The ability to take on new information and tasks.

- Technology

The ability to learn and adapt to new technology.

The ability to access information and use digital media for study and work.

Language, Literacy and Numeracy

The Language, Literacy & Numeracy requirements are core skills for all job roles at all levels. The Australian Core Skills Framework (ACSF) indicates that the five core skills areas are reading, writing, numeracy, oral communication and learning which we apply in our personal and community; workplace and employment; and education and training.

Australian Core Skills Framework:

http://www.industry.gov.au/skills/ForTrainingProviders/AustralianCoreSkillsFramework/Documents/ACSF_Document.pdf

Some of the core language, literacy and numeracy (LLN) skills for entry into this Industry are:

- Learning – legal and ethical guidelines of work, understand human needs, individual differences, service standards, safety policies and procedures.
- Reading Skills – reading and understanding client/consumer case plans, procedures, and work instructions, industry specific terminology and symbols, workplace safety signs.
- Writing Skills – writing client/consumer case notes, completing forms, documents, WHS reports, taking messages.

- Oral Communication – active listening skills, communicating with clients/consumers and their family, team members. Communicating with clients who have impaired communication. Effective questioning, phone skills and providing information to team members.
- Problem Solving Skills – identify and respond to client/consumer needs and organisational requirements daily.
- Technology Skills – use software to update client/consumer case notes and plans, organisational requirements.
- All students entering training intending to use Work Ready funding and/or VET Student Loan will be required to be assessed up front for literacy and numeracy skills by sitting a Core Skills Profile for Adults (CSPA)* assessment.

Diploma Students only

VET Student Loans

As part of the suite of reforms related to the use of the [VET Student Loans scheme](#) by Registered Training Organisations, as announced by the Federal Department of Education on 8 December 2015, new regulations specifies that to access VET Student Loans, applicants must display competence at or above Exit Level 3 in the Australian Core Skills Framework (ACSF) in both reading and numeracy. The Core Skills Profile for Adults (CSPA) can be used to undertake that assessment. <http://www.tafesa.edu.au/apply-enrol/vet-student-loans>

Core Skills Profile for Adults (CSPA)

The CSPA is a tool designed to indicate reading, writing and numeracy skills.

An hour and a half is allowed: 30 minutes for each section. Each section is explained in more detail on the TAFE SA website at: <https://www.tafesa.edu.au/apply-enrol/applications-requirements/skills-indicators>

The CSPA levels required are:

Qualification	Reading	Writing	Numeracy
Diploma of Counselling	2	2	2

Other Considerations

Students are required to have access to a computer and internet (*TAFE SA students can access computers via TAFESA Libraries*).

This qualification is delivered in workshop format with additional material available on-line, attendance at all workshops on the timetable is essential. The timetable is 3 days a week for full time students, usually Wednesday, Thursday and Friday 9.30am until 4pm.

Assessments are undertaken throughout the duration of the course in a simulated counselling environment.

Workplace Health and Safety

All students who have completed their qualification practitioners must be able to understand their workplace health and safety obligations and safety requirements under the:

- Workplace Health and Safety Act 2012 (South Australia), which imposes obligations on people at workplaces to ensure workplace health and safety.
- Workplace Health and Safety Regulation 2012 (South Australia) that describes what must be done to prevent or control certain hazards which cause injury, illness or death.
- Codes of Practice, which are designed to give practical advice about ways to manage exposure to risks common to industry.

And all students who have completed a qualification must be able to understand, participate and implement in Risk Assessments, Incident Reports and Hazard Identification.

Industry Legislation or Licencing

All workers must meet the qualification and/or legislative requirements set by industry standards. These are core requirements for eligibility to work in specific industry areas and to gain professional membership with National Peak Bodies to practice in some industry sectors.

A Criminal History Check conducted through the Department of Communities and Social Inclusion (DCSI) is required to work within the Family, Youth and Community Services sector. This qualification reflects the role of those who work in family, youth and community, including practice specialisations in case management, counselling, family support & youth. Workers operate under a broad supervision framework and within clearly defined organisational guidelines, service plans and position specifications.

Individual students are responsible for any cost associated with obtaining a Department Communities and Social Inclusion Clearance. For further information go to: <http://www.dcsi.sa.gov.au/services/screening/submitting-your-application-and-payment>

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

TAFE SA Courses

TAFE SA has a range of courses/ qualifications within *Community Services* including:

Award Courses: : <http://www.tafesa.edu.au/courses/community-health/>

Short Courses: <http://www.tafesa.edu.au/courses/community-health/>

Apprenticeships/ Traineeships: <http://www.tafesa.edu.au/courses/community-health/>

International Courses: <http://www.tafesa.edu.au/courses/community-health/>

Make sure you read the course information available on the TAFE SA website before finalising your application. www.tafesa.edu.au

Before you Enrol

- If you intend to enrol in any qualification, please review these inherent requirements listed in this statement and think about whether you might experience challenges in meeting them.
- If you think you might experience challenges related to your disability or health condition or for any other reason, you should discuss your concerns with a Learner Services Staff member, Disability Access and Equity Officer or Program Area.
- If you have made an informed choice that this is not the right pathway for you, please consider another qualification or the following programs:
 - TAFE SA Foundation Skills: <http://www.tafesa.edu.au/courses/education-languages/literacy-numeracy>
 - Adult Community Education (ACE): <http://www.skills.sa.gov.au/training-learning/adult-community-education>
 - WEA: <https://www.wea-sa.com.au/>
 - Career Advisers <http://www.skills.sa.gov.au/careers-jobs/talk-to-a-career-adviser>