CHCYTH003 Support young people to create opportunities in their lives

Release: 2

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Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required to assist young people to identify the challenges and opportunities in their lives and to work towards their goals on an individual or group level.

This unit applies to work undertaken in all youth work roles where the young person is the primary client.

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Create a relationship of trust and respect	1.1 Apply principles of youth work practice to facilitate safe individual or group processes for interaction
	1.2 Identify the conditions necessary for young people to

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Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	change and grow
	1.3 Listen to and observe the young person's stories experiences, and behaviour to clarify concerns and needs
	1.4 Encourage and support young people to identify relationships between their issues and social structures
	1.5 Respect the young person's culture/s and way of interacting
2. Work with young people to identify their needs, rights, strengths, hopes and opportunities	2.1 Use a range of communication skills to identify and explore the young person's challenges, strengths and resources
	2.2 Encourage the client to reframe their current circumstances to support their own understanding
	2.3 Identify and acknowledge circumstances outside the young person's control
	2.4 Support the young person to communicate their issues or problems in a way appropriate to their individual needs, background and culture
	2.5 Take appropriate action to address immediate issues or concerns
	2.6 Confirm own understanding of issues and opportunities with the young person
3. Identify goals with the young person	3.1 Use creative methods, processes and questions to consider and create possibilities
	3.2 Establish with the young person their desired outcomes
	3.3 Assist young people to explore future possibilities and ways of being
	3.4 Identify barriers that hinder the way young people would like changes to take place
4. Develop and implement action plans	4.1 Use a range of youth work interventions to create future opportunities
	4.2 Explore additional resources needed to achieve goals

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Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
	4.3 Develop proposals and strategies for action plans
	4.4 Measure and ensure change is noticed
	4.5 Document intervention work as required

Foundation Skills

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

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

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Context for youth work must include one or more of the following:

- centre-based work
- drop-in centres, recreational facilities
- housing and residential services
- outreach and home visits, street, parks
- schools
- online youth work, web-based, emails, discussion rooms
- telephone contact

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53