Australian Government

Department of Education, Employment and Workplace Relations

CHCYTH301D Work effectively with young people

Release: 1

INDUSTRY
SKILLS
COUNCILS
Creating Australia's Future

CHCYTH301D Work effectively with young people

Modification History

Unit Descriptor

This unit describes the knowledge and skills required to work with and for young people within an ethical, social, political and economic context
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Application of the Unit

This unit may apply to community services work in a range of contexts
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Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains Employability Skills
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Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.
The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.
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Elements and Performance Criteria

Elements and Performance Criteria

Element		Performance Criteria	
1	Develop a professional rapport with young people	1.1	Conduct interactions with young people in a fair, just, humane and positive manner
		1.2	Use communication strategies with individuals for effective interaction and problem solving
		1.3	In all work demonstrate a consistent commitment to young people
2	Address issues associated with the culture of young people	2.1	In all actions and decisions, take into account the culture of the young person
		2.2	Consider cultural sensitivities in communication techniques and adapt style and language to accommodate different cultural values and practices
		2.3	Evaluate issues in relation to young person's culture, family background and interest and modify approach appropriately
		2.4	Select activities and resources to promote cross cultural awareness
		2.5	Establish guidelines that are relevant to the culture and background of the young person
3	Recognise that youth culture is distinct	3.1	In all interventions, take account of youth culture the young person identifies with
		3.2	Select activities and interventions to fit both individual and/or group needs of particular young people
		3.3	Assist young people to negotiate positive outcomes within a political framework
		3.4	In all interventions, take account of their economic impact on young people
		3.5	In all work demonstrate a commitment to addressing any economic disadvantages young people experience

Community Services and Health Industry Skills Council

Community Services and Health Industry Skills Council

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively perform task skills; task management skills; contingency management skills and job/role environment skills as outlined in elements and performance criteria of this unit

These include knowledge of:

Own work role within the context of the youth sector

Organisation role within the context of the youth sector

Interrelationship of society, culture, the family and the young person

Aspects of human behaviour and development related to young people, their personal and social development and relationships

Principles of access and equity

Statutory framework in which the work takes place

Political and economic context as listed in the Range Statement

Current issues facing young people and existing services to address their needs and rights

Principles and practices of community support

Youth cultures social, political and economic frameworks

Essential skills:

It is critical that the candidate demonstrate the ability to:

Prepare reports such that the information and the way it is organised is appropriate to its purpose and audience

In addition, the candidate must be able to demonstrate relevant task skills; task management skills; contingency management skills and job/role environment skills

These include the ability to:

Demonstrate application of skills in:

interpersonal communication with young people and other stakeholders

working as part of a team or as a sole worker

communication

advocacy

empathy

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	The individual being assessed must provide evidence of specified essential knowledge as well as skills
	This unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions
	Consistency in performance should consider the organisation and individual context within which work takes place

Access and equity considerations:	All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
	All workers should develop their ability to work in a culturally diverse environment
	In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
	Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	Resource requirements for assessment of this unit include access to:
	a workplace or an accurately simulated environment where assessment may take place

Method of assessment: In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Historical, **social**, **political economic context includes**:	Statutory framework within which work takes place in the sector
	Historical context of work e.g. changing attitudes to young people; changing approaches to working with young people
	Changing social context of work: e.g. changing government and societal views of young people and approaches to working with them
	Political context e.g. Government policies and initiatives affecting youth work
	Economic context e.g. The current economic situation as it relates to and affects young people and the subsequent impact on client needs
Stakeholders and representatives may include:	Young people
	Friends, peers and target groups
	Families and care givers
	Local community and community and religious organisations
	Government representatives and service providers
	Youth organisations
	Specialists/experts
	Peak bodies and networks in youth work
	Organisation management, colleagues, supervisor, team members
Different models of work in the sector may include:	Community development and education
	Case management
	Working with families
	A client-centred approach

| **A commitment to access and equity may be demonstrated by**: | A non-discriminatory approach to all people using the service, their family and friends, the general public and co-workers |
| | Ensuring the work undertaken takes account of, and caters for differences including: cultural, physical, developmental, religious, economic and social |

Unit Sector(s)

Community Services and Health Industry Skills Council