Australian Government

Department of Education, Employment and Workplace Relations

CHCYTH505E Support youth programs

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CHCYTH505E Support youth programs

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCYTH505D Support youth programs	CHCYTH505E Support youth programs	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to devise, set up, coordinate, deliver and evaluate activities and programs for individuals and groups

Application of the Unit

Application	This unit may apply to community services work in a range of contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the activity / *program* required	1.1 Assess need for a particular program from relevant evidence collected
	1.2 Identify and review a range of possible programs to meet the defined needs
	1.3 Select a program type based on client needs, organisation's criteria and availability of resources
2. Prepare activity / program plan	2.1 Undertake appropriate strategic planning activities to ensure client needs are met
	2.2 Plan activities in consultation with key clients and stakeholders
	2.3 Determine operational arrangements for conducting the program and assess their feasibility
	2.4 Include appropriate implementation and evaluation strategies in the activity/program plan
	2.5 Ensure planning activities reflect accepted good practice in working with young people

ELEMENT	PERFORMANCE CRITERIA
3. Deliver activity / program	3.1 Implement program in accordance with program plan, organisation guidelines and legal / statutory requirements
	3.2 Provide participants with access to a range of *activities* suited to their needs and interests
	3.3 Develop flexible implementation plans to suit a variety of contexts and to cope with contingencies
	3.4 Adapt program to changing needs of participants as required
	3.5 Ensure problems in program delivery are addressed promptly
4. Evaluate activity program	4.1 Define criteria to judge effectiveness of program in consultation with clients and stakeholders
	4.2 Routinely use appropriate evaluation strategies during and after program and for revision and development
	4.3 Collect, organise and report evaluation information in a format which is accessible and meaningful to clients and stakeholders
	4.4 Prepare and present reports as required

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 do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Target groups relevant to the worker and the activity or program
- A range of youth activities and programs
- Legal and safety requirements as they relate to activities and programs

- Relevant funding sources

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Consult with relevant stakeholders
- Work with individuals and groups
- Undertake autonomous work and team work

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - research and consultation
  - coordination and management of programs
  - analysis of data, information and relationships
  - advocacy
  - provision of support to a diverse range of people/organisations
  - conflict resolution/negotiation and mediation
  - cross cultural communication and negotiation
  - literacy adequate to prepare a range of appropriate resource material
  - working with and through community leaders
  - effective use of relevant information technology in line with work health and safety (WHS) guidelines

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 is to be demonstrated for at least two:

- types of activities and programs identified in the Range Statement
- purposes identified in the Range Statement

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

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.

Program may include:	• Activities designed to address needs of target groups
	• Activities designed to meet needs identified in research
	• Strategies to implement government/funding agency policy
	• Activities to extend the participation numbers in existing programs
	• Strategies to address exclusion, discrimination and alienation
	• Those directed at individual young people and their needs
	• Those directed at the general community which affect young people
	• Those initiated by the organisation, by community groups, by other organisations, or by community leaders and decision-makers
	• Those designed to respond to social, economic and demographic changes

Programs may have the following focus:	• Education/learning/training e.g. homework support and study • Personal development and support e.g. life skills education • Music and performing arts e.g. youth theatres, band, video production team • Research, planning and management e.g. Aboriginal cultural camp, scouts meeting • Community action e.g. anti violence group • Special interest causes e.g. young people against nuclear disarmament • Enterprise development activities • Employment, funding raising, small business
Activities may include:	• Discussion groups e.g. about safe sex, religious beliefs • Sporting and recreation activities e.g. basketball at the drop in centre, pool game, disco, bush excursion • • Structured and unstructured social activities e.g. party, shopping, visit to the cinema
Programs are planned and implemented for the purpose of:	• Providing immediate support • Promoting young people's participation and personal development • Enabling young people to use their time constructively, have fun and develop qualities of self reliance • Enabling young people to learn life skills, knowledge and attitudes

Unit Sector(s)

Not Applicable

Community Services and Health Industry Skills Council