



Community Services Training Package (CHC99)

Youth Work National Competency Standards



© Australian National Training Authority (ANTA), 1999

All rights reserved. This work has been produced initially with the assistance of funding provided by the Commonwealth Government through ANTA. This work is copyright, but permission is given to trainers and teachers to make copies by photocopying or other duplicating processes for use within their own training organisation or in a workplace where the training is being conducted. This permission does not extend to the making of copies for use outside the immediate training environment for which they are made, nor the making of copies for hire or resale to third parties. For permission outside of these guidelines, apply in writing to Australian Training Products Ltd.

The views expressed in this version of the work do not necessarily represent the views of ANTA. ANTA does not give warranty nor accept liability in relation to the content of this work.

First printed 1999

Published by Australian Training Products Ltd.

GPO Box 5347BB, MELBOURNE, Victoria 3001, Australia
Telephone +61 3 9630 9836 or 9630 9837;
Facsimile +61 3 9639 4684

2500012STD

Printed by Mercury PrintTeam, Melbourne, Victoria, Australia

Preface

This document contains specific national competency standards and qualifications relating to Youth Work. The standards and qualifications form part of the Community Services Training Package. The Community Services Training Package has been developed by Community Services and Health Training Australia and funded by the Australian National Training Authority.

This document must be used in conjunction with the following documents:

- Assessment Guidelines
- Qualifications Framework
- Community Services Common Competency Standards

The Community Services Training Package integrates national competency standards, qualifications and assessment guidelines in the following areas:

- Aged Care Work
- Alcohol and Other Drugs Work
- Child Protection/Juvenile Justice/Statutory Supervision
- Children's Services
- Community Work
- Community Housing Work
- Disability Work
- Mental Health Work (non-clinical)
- Youth Work

For further information relating to the Community Services Training Package please contact:

Community Services and Health Training Australia Ltd
GPO Box 9848, Sydney NSW, 2001
Phone 02 9263 3589
Fax 02 9263 3599
natcsh@s054.aone.net.au
<http://www.home.aone.net.au/cshta>

Contents

Preface	i
Introduction	2
Background.....	2
Workers covered by these National Competency Standards	3
How were these Competency Standards developed?	4
How are National Competency Standards structured?	5
Packaging to a Qualification	6
Customisation and Flexibility	8
New National Competency Standards and Qualifications	10
Assessment against the Standards	11
Australian Qualifications Framework (AQF) descriptors	13
 Qualifications	
CHC30999 Certificate III in Community Services (Youth work)	15
CHC40999 Certificate IV in Community Services (Youth work)	16
CHC50999 Diploma of Community Services (Youth work).....	17
CHC60999 Advanced Diploma of Community Services (Youth work).....	18
 Units of competency	
Table of Youth work units and elements	19
Mayor key competencies	20
CHCYTH1A Work effectively with young people	21
CHCYTH2A Provide appropriate assistance to young people	23
CHCYTH3A Support young people to take collective action	27
CHCYTH4A Assist young people in responding to crisis.....	30
CHCYTH5A Manage youth programs	33
CHCYTH6A Provide appropriate services for young people	36
CHCYTH7A Respond to critical situations including risk of violence.....	40
CHCYTH8A Manage service response to young people in crisis.....	43
CHCYTH9A Develop and implement procedures to enable young people to address their circumstances.....	46

Introduction

Background

The need to meet the vocational education and training needs of employees in the Youth Sector has been identified and welcomed as a national priority by Community Services and Health Training Australia and the Australian National Training Authority. Enhanced education and training is seen as critical to sustaining ongoing improvements in services to clients.

Industry needs for training development and delivery are articulated through Training Packages which include national competency standards, assessment guidelines and national qualifications.

National competency standards

- skills, knowledge and attributes applied to complete a job role are called *competencies*
- the level at which the competency is performed is called the *standard*
- together these make up *competency standards*
- competency standards are relevant to actual workplaces around Australia; and
- are understandable and useable by the range of intended audiences

National competency standards are not

- *curriculum documents*
Competency Standards define the outcomes which may be achieved through training, but do not define the nature of the training, which may be formal or informal, on the job or by simulation and provided by publicly or privately.
- *assessment strategies*
The performance criteria of standards are a guide to assessors, but they do not infer assessment strategies or techniques. The range of variables and evidence guide of each unit provide additional information to enable contextualising of the assessment of units whilst maintaining consistency in outcomes.
- *lists of tasks*
Competency standards encompass a much broader notion of work required than merely the ability to perform tasks. Competency includes the capacity to manage a number and variety of tasks, to manage contingencies and to perform effectively in a whole work role/work environment.
- *a definition of the “ideal” worker*
Rather than expressing a wish list of desirable skills, competencies reflect actual work requirements, albeit in a changing work environment.
- *expression of competencies held by some workers or particular workplaces*
National standards are based on work required at a particular level now and in the future, across the industry in different states/territories, regional areas and sizes of organisations.
- *service or program/organisation standards*
Service, program or organisation standards can be linked to competency standards because in defining requirements of workers they indicate ways of measuring individual effectiveness.

Workers covered by these National Competency Standards

The competency standards have been packaged in a range of ways to meet the varying needs of workers in the youth sector. Broadly:

- those who provide services to young people as *part of their work role*. Units may be undertaken as single units and/or incorporated into other qualifications and;
- those who work *primarily providing specialist youth services*. A whole package of units will be undertaken resulting in a youth work qualification.

The scope of these standards

Workers in the youth sector are those who work with, or for the benefit of, young people in the provision of support and services for young people, both generic and specialised. Youth workers can be in the government or non government sector and include unpaid workers. They can be grouped into seven broad areas:

1. *Family and Child Support* (including family and individual support, respite care, counselling, pastoral care, information and education)
2. *Social/Home Support* (including community based residential care, community care, financial and material assistance)
3. *Community Action/Development* (including community legal services, advocacy, information services, special purpose organisations, community centres, regional development, leisure, recreation, education and training, research, local/residents action)
4. *Residential /Accommodation* (including crisis, residential, custodial, community, refuges, homelessness, resident advocacy, living skills, rent allowance assistance)
5. *Health related work* (including mental, drug and alcohol, community, sexuality/reproduction, self help, rehabilitation, Aboriginal health)
6. *Labour Market Programs* (including employment development, career counselling, training and education, work placements, study support)
7. *Acute Care*

How were these Competency Standards developed?

These standards have been developed through extensive industry consultation. Sources of information included:

- existing competency standards
- consultations with clients
- consultations with workers
- workshops and advice provided by members of the project management committee and
- common units of competency for the Community Services Training Package.

Who managed the development of the standards?

The project to develop the standards was initially managed by a committee comprising representatives from the youth sector. The standards are now managed by the Board of Community Services and Health Training Australia.

How are National Competency Standards structured?

To enable easy reading of the enclosed competency standards it is necessary to explain how they are set out, and how to understand them.

Competency standards have 5 parts:

1. *The unit of competency or skill*
2. *The elements or tasks that make up the competency*
3. *The performance criteria or outcome of what a worker actually does*
4. *The range of variables to help better understand the competency*
5. *The evidence guide to assess the competency or skill*

UNIT TITLE

A key work outcome or competency is called a **Unit**.

Every unit describes the outcomes from the application of a complete set of skills and tasks that are needed to do part of a job. A fully competent person will be able to demonstrate all of the skills contained in a unit.

UNIT DESCRIPTOR

This adds additional descriptive information to assist in achieving a common understanding from users of the standards, of what the unit of competency is about.

ELEMENTS

Elements are lists of contributory *outcomes* which make up the unit. All the elements together fully describe the unit.

PERFORMANCE CRITERIA

Performance Criteria specify the work activities and level of performance required of the worker. They are attached to elements of a unit but relate to the unit as a whole, and to the combinations of units in a package, at a particular level. They detail *how we can see the job is being performed correctly* and what the worker will *actually do* to achieve the outcome which the elements describe.

RANGE OF VARIABLES

Range Of Variables specify *a range of situations* in which work may be performed.

EVIDENCE GUIDE

Evidence Guide is a guide for assessors and developers of training. It provides additional information, such as *underpinning knowledge and skills* which a worker must have to achieve/demonstrate competency. It also provides assessors with a guide as to where and how the competency may be best assessed (eg on the job or by simulation) and prerequisite units or combinations of units for assessment/training purposes.

Packaging to a Qualification

Packaging units of competency to a qualification

Packaging links individual units of competency into groups. These groupings relate to levels of work, which are meaningful across the Youth sector. Packaging provides a means of indicating to trainees, employers, trainers and assessors the combination of competencies required for the workplace.

A qualification is gained when a student/worker can demonstrate competence in all units that have been packaged together. In the Community Services Training Package, packaging incorporates:

- specialisation units of competency which apply to a specific sector within the industry at a range of AQF levels;
- common units of competency which apply across all sectors of the industry at a range of AQF levels; and
- optional units of competency.

Youth work specialisation units of competency

These incorporate those skills which are special, different or specific to working with youth work issues.

Community services common units of competency

The common competencies are those units of competency which may occur in all community services. They are common competencies rather than core or fundamental competencies. Thus being common does not mean that they necessarily underpin or are prerequisites to other units of competency.

Some common competencies apply to all sectors in community services and these are identified as compulsory. Other common competencies apply across some but not all sectors of the industry and these may be identified as compulsory or elective by the industry sector. Common competencies enhance the portability of skills across the community services and health industries.

The community services common units have been grouped and each of the units has been linked to AQF levels as a guide to packaging. Groups of units of competency make up a package which is aligned to a qualification. The level of qualification is determined by the industry sector in relation to a total package of units of competency; the package comprising common units, specialisation units and optional units.

Each of the 13 common areas has a code:

Advocacy	AD
Administration	ADMIN
Assessor and workplace training	BSZ
Community development	CD
Case management	CM
Casework intervention	CWI
Communication	COM
Client service	CS
Information management	INF
Networking	NET
Organisational management	ORG
Policy and research	P&R
Working with groups	GROUP

The community services common competencies are not included in this document. They are included in the document titled *Community Services Common National Competency Standards*.

Optional units of competency

To ensure that the flexibility required by individual organisations can be accommodated in the packaging of standards, additional units can be included as optional.

Optional units will generally include the following, however specific requirements are indicated in each qualification:

- elective units
- compulsory units
- units from endorsed standards from other industries
- enterprise specific units

Both the common and the specialisation units of competency are divided into compulsory (required by all workers) and elective (required according to work functions) units. Thus units of competency may be;

- specialisation or common and
- compulsory or elective

Customisation and Flexibility

The community services competency standards identify the knowledge and skills that are needed to deliver high quality services to meet community and individual/client needs. The standards have been drafted so they are relevant to different organisations and are flexible enough to address the needs of workplaces of varying size and function.

It is intended that the qualifications will be packaged to reflect specific structures, standards and modes of service delivery within individual organisations/enterprises. Further application for specific purposes can be achieved through customisation of units of competency.

The following advice sets the boundaries of change accepted within the qualifications framework and where extensions or additions may be made through customising units of competency.

Existing flexibility in the Training Package is delivered via:

- contextualisation of units
- application of the packaging rules
- incorporation of enterprise unit/s

Customisation may be via:

- additions to the units

Any customisation or contextualisation of units of competency must ensure the integrity of:

- industry skill requirements
- industry portability requirements
- the national competency standards system and the Australian Qualification Framework qualifications

Contextualisation of units

The units of competency can be contextualised for specific uses as long as the original intent and integrity of the unit of competency is not compromised.

An organisation can contextualise individual units for its own purposes by using workplace relevant information. This may be achieved by changing terminology in the performance criteria, range of variables and the evidence guides (eg. to refer to particular legislation or work practices under which it conducts its business). These changes do not require endorsement as long as assessment against the unit meets the outcomes identified in it.

Applying the packaging rules

The Community Services competency standards are drafted to have application across a full range of organisations, regardless of location, type or size. Existing flexibility allows particular organisations, enterprises and individuals to select competencies to suit their specific needs through application of the packaging rules. This includes:

- choosing electives from both the specialisation and common units of competency
- choosing optional units from the Community Services Training Package or other endorsed National Training Packages. When selecting optional units from other Training Packages any additional assessment requirements should be incorporated
- adding an enterprise unit according to the packaging rules for optional units

If training requirements are not met by existing qualification packaging then standards users may:

- record statements of attainment for individual competencies or groups of competencies
- consult State Training Authorities regarding qualifications outside the coverage of National Training Packages
- develop new national competency standards and qualifications (see below for further information regarding customisation for enterprises and the development of new standards and qualifications)

Customisation of units

Expansion of units may include the addition of elements, performance criteria, range of variables items or evidence guide statements. Standards users should consider, when making substantial additions or expansion to units, whether utilisation of other units or the development of new units may be more appropriate.

Standards users should note that the addition of units and elements may increase resource requirements for assessment and training. One example where this may be an issue is the Federal Government's New Apprenticeships system where qualifications will be funded according to minimum requirements.

Customisation and flexibility for enterprises

Where enterprises have developed their own set of standards, there are a number of options for incorporating these into national qualifications:

- mapping the enterprise standards to the relevant qualification package. Where the enterprise standards match it may be that the organisation chooses to continue to use them for training (and other enterprise requirements such as human resources functions) but to gain a national qualification, assessment must be against the national standards
- adding enterprise specific content to the package according to the unit contextualisation options listed above
- application of the qualification packaging rules or adding units to the minimum number of units required for a qualification as shown above
- seeking endorsement as national enterprise specific standards (see below for information on the development of new standards)

New National Competency Standards and Qualifications

Development of new standards or qualifications may be initiated according to various industry priorities or influences including:

- enterprise specific requirements
- emerging or changing work practices
- work roles or functions not yet covered by the Training Package
- competencies covering a sector or area of work

Standards developers must adhere to guidelines for the development of national competency standards. National competency standards development must meet the following requirements:

- adherence to National Training Framework Committee quality criteria as well as up to date ANTA guidelines for Training Package developers
- compliance with the Community Services Training Package qualifications framework and assessment guidelines
- evidence of national support for standards development and/or evidence of national validation for standards that are already developed
- standards must be referred to Community Services and Health Training Australia for submission to the National Training Framework Committee

Assessment against the Standards

Assessment is a process which shows that an individual is competent (i.e. has the skills, knowledge and attitudes) to work at a particular level in the industry.

The Assessment Guidelines are available from Community Services and Health Training Australia on 02 9263 3589 or on our home page (www.home.aone.net.au/cshta).

Relationship between assessment and a national qualification

Under the Community Services Training Package, individuals will be assessed directly against the national competency standards in a manner consistent with the assessment guidelines to gain a national qualification.

Issuing qualifications under the Community Services Training Package

Registered Training Organisations (RTOs) are the only organisations that can issue qualifications. They are registered by a State or Territory government to provide a range of services (including assessment and training) under the national training system.

Registered training organisations must:

- satisfy the requirements of the assessment guidelines for the Community Services Training Package
- use assessors with the qualifications outlined in the Community Services Assessment Guidelines
- follow the standards and qualifications framework for the Community Services Training Package
- be registered by a State or Territory government

Assessment in the Community Services Industry

Work in the Community Services industry centres around skills in interacting with people, many of whom may be experiencing hardship, stress or long term disadvantage. A high level of competence in communication, collaboration and negotiation is usually required compared with other industries. The community services industry is also multicultural and has a high proportion of participants experiencing cultural disadvantage. It is a significant employer (paid and unpaid) of people from non-English speaking and Aboriginal and Torres Strait Islander backgrounds.

Assessment of competency cannot rely on a measurement approach alone. Assessment evidence often needs to consider how the person brings together knowledge, an understanding of the work context, a decision about what to do, attitudes, values and ethics, as well as what the person actually does to perform the role.

Principles for assessment in Community Services

Assessment under Community Services Training Package should be:

- valid
- authentic
- reliable
- consistent
- current
- sufficient
- flexible
- fair

Assessor qualifications

Registered training organisations must use assessors who possess the qualifications outlined in the assessment guidelines to conduct assessments under the Community Services Training Package.

Choosing an appropriate training program for assessors in community services.

The assessment guidelines give some information to consider when selecting assessor training programs.

Conducting assessments

An assessment strategy for an individual or groups of individuals must be designed and implemented to address a range of issues. The requirements for conducting assessments are outlined in the assessment guidelines.

The qualities to look for in a registered training organisation

The assessment guidelines give some points to consider when selecting a registered training organisation.

Australian Qualifications Framework (AQF) descriptors

To determine the relevant AQF qualification, groupings or packages of units representing work functions in the community services industry are related to the descriptors of the levels of the AQF which indicate breadth and complexity of work.

The development of the national Competency Standards Framework for Community Services has paid due attention to all the variables which impact on AQF alignment:

- the *package* of units is aligned (not individual units). This enables flexibility in packaging and customising
- packaging will reflect realistic outcomes required of individual work roles and focus on what makes work roles substantially different in outcomes (assuming it could be an interplay of all, or any of the variables identified in the AQF descriptors).
- differentiation of qualification levels in community services, in certain circumstances, is reliant on agreement of the industry parties. Where this is possible, it is specified in the relevant qualification
- a greater number of units with similar content (as far as complexity, breadth of knowledge and skills, and degree of judgment and autonomy) will not necessarily lead to higher qualification. Rather the package will need to reflect higher level competencies in the content and outcomes of the units in accordance with the AQF descriptors.
- there can be a number of work levels covered within a single AQF descriptor, reflecting enterprise differences and negotiations

AQF Certificate II

- competency involves application of knowledge and skills to a range of tasks and roles
- defined range of contexts where the choice of actions required is usually clear, with limited scope in the choice
- competencies normally used within established routines, methods and procedures, in some cases involving discretion and judgement about possible actions
- competencies likely to be applied under routine guidance with intermittent checking, but may take the form of general guidance and considerable autonomy if working in teams
- responsibility for some roles may be involved if working in a team

AQF Certificate III

- competency involves the application of knowledge with depth in some areas and a broad range of skills
- a range of tasks and roles in a variety of contexts, with some complexity in the extent and choice of actions required
- competencies normally used within routines, methods and procedures where some discretion and judgement is required in selection of equipment, work organisation, services, actions and achieving outcomes within time constraints
- competencies likely to be applied under limited guidance with checking related to overall progress, but may take the form of broad guidance and autonomy if working in teams
- responsibility for the work of others and/or team coordination may be involved

AQF Certificate IV

- competency involves the application of knowledge with depth in some areas and a broad range of skills
- a wide range of tasks and roles in a variety of contexts, with complexity in the range and choices of actions required
- competencies are normally used within routines, methods and procedures where discretion and judgement is required, both for self and others, in planning and selection of equipment, work organisation, services, actions, and achieving outcomes within time constraints
- competencies are likely to be applied with only general guidance on progress and outcomes sought
- the work of others may be supervised, or teams guided or facilitated
- responsibility for and limited organisation of the work of others may be involved

AQF Diploma

- competency involves the self-directed application of knowledge with substantial depth in some areas, and a range of technical and other skills to tasks, roles and functions in both varied and highly specific contexts
- competencies are normally used independently and both routinely and non-routinely
- judgement is required in planning and selecting appropriate equipment, services, techniques and work organisation for self and others
- competencies are likely to be applied under broad guidance
- the work of others may be supervised or teams guided
- responsibility for the planning and management of the work of others may be involved

AQF Advanced Diploma

- competency involves the self-directed development of knowledge with substantial depth across a number of areas and/or mastery of a specialised area with a range of skills
- application is to major functions in either varied or highly specific contexts
- competencies are normally used independently and are substantially non-routine
- significant judgement is required in planning, design, technical or supervisory functions related to products, services, operations or processes
- competencies are likely to be applied under limited guidance in line with a broad plan, budget or strategy
- responsibility and defined accountability for the management and output of the work of others and for a defined function of functions may be involved

Youth work national competency standards and tertiary education sector

The unit of competency CHCYTH9A “Develop and implement organisational procedures to enable young people to address their circumstances” was originally identified within a qualification packaged above AQF6 ie. within the tertiary sector and outside of the scope of the Community Services Training Package. Standards user’s should note the unit is still available as an elective or option in the Advanced Diploma of Community Services (Youth Work) and that attainment of this competency may contribute to articulation into tertiary qualifications.

Australian National Training Authority Qualifications Codes

All national qualifications have been assigned a code for inclusion on ANTA’s National Training Information Service. The following codes apply to qualifications for the Youth Work:

CHC30999	Certificate III in Community Services (Youth Work)
CHC40999	Certificate IV in Community Services (Youth Work)
CHC50999	Diploma of Community Services (Youth Work)
CHC60999	Advanced Diploma of Community Services (Youth Work)

CHC30999 Certificate III in Community Services (Youth work)

Packaging to gain a national qualification

Compulsory	10
Elective	3
Options	1
Total number of units of competency	14

Optional competencies

<ul style="list-style-type: none"> • elective units at this or higher levels • compulsory units at higher levels • units from endorsed standards in any industry at this or higher levels • enterprise specific units

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation)

Youth Specialisation units

	Compulsory	Elective
CHCYTH1A	Work effectively with young people	
CHCYTH2A	Provide appropriate assistance to young people	

Common competencies

	Compulsory	Elective
CHCADMIN2A	Provide administrative support	CHCCM1A Undertake case management
CHCCOM2A	Communicate appropriately with clients and colleagues	CHCCWI1A Operate under a case work framework
CHCCS1A	Deliver and monitor services to clients	CHCGROUP2A Support group activities
CHCCS2A	Deliver and develop client service	CHCNET1A Participate in networks
CHCINF1A	Process and provide information	
CHCORG3A	Participate in the work environment	
CHCORG4A	Follow the organisation's occupational health and safety policies	
CHCP&R1A	Participate in policy development	

CHC40999 Certificate IV in Community Services (Youth work)

Packaging to gain a national qualification

Compulsory	10
Elective	4
Options	1
Total number of units of competency	15

Optional competencies

<ul style="list-style-type: none"> • elective units at this or higher levels • compulsory units at higher levels • units from endorsed standards in any industry at this or higher levels • enterprise specific units

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation).

Youth Specialisation units

Compulsory		Elective
CHCYTH3A	Support young people to take collective action	
CHCYTH4A	Assist young people in responding to crisis	

Common competencies

Compulsory		Elective	
CHCADMIN3A	Undertake administrative work	CHCAD1A	Advocate for clients
CHCCOM3A	Utilise Specialist Communication skills	CHCCD1A	Support community participation
CHCCS2A	Deliver and develop client service	CHCCD2A	Provide community education programs
CHCCS3A	Coordinate the provision of services and programs	CHCCD3A	Meet the information needs of the community
CHCINF2A	Maintain organisation's information systems	CHCCM2A	Establish and monitor a case management plan
CHCNET2A	Maintain effective networks	CHCCWI2A	Implement a case work strategy
CHCORG4A	Follow the organisation's occupational health and safety policies	CHCGROUP3A	Plan and conduct group activities
CHCORG5A	Maintain an effective work environment	CHCP&R2A	Contribute to policy development
		CHCP&R3A	Undertake research activities
		BSZ404A	Train small groups

CHC50999 Diploma of Community Services (Youth work)

Packaging to gain a national qualification

Compulsory	8
Elective	4
Options	1
Total number of units of competency	13

Optional competencies

- elective units at this or higher levels
- compulsory units at higher levels
- units from endorsed standards in any industry at this or higher levels
- enterprise specific units

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation)

Youth specialisation units

Compulsory		Elective	
CHCYTH6A	Provide appropriate services for young people	CHCYTH5A	Manage youth programs
CHCYTH7A	Respond to critical situations including risk of violence		

Common competencies

Compulsory		Elective	
CHCCOM4A	Develop, implement and promote effective communication techniques	CHCAD1A	Advocate for clients
CHCCS3A	Coordinate the provision of client services and programs	CHCCD4A	Develop and implement community programs
CHCINF3A	Coordinate information systems	CHCCD5A	Develop community resources
CHCORG6A	Coordinate the work environment	CHCCM3A	Develop, facilitate and monitor all aspects of case management
CHCORG17A	Implement and monitor occupational health and safety policies, procedures and programs	CHCCWI3A	Work with clients intensively
CHCNET3A	Develop new networks	CHCGROUP3A	Plan and conduct group activities
		CHCORG9A	Manage projects and strategies
		CHCP&R2A	Contribute to policy development
		CHCP&R4A	Develop and implement policy
		CHCP&R5A	Manage research activities
		BSZ404A	Train small groups
		*BSZ401A	Plan assessment
		*BSZ402A	Conduct assessment
		*BSZ403A	Review assessment
		**BSZ405A	Plan and promote a training program
		**BSZ406A	Plan a series of training programs
		**BSZ407A	Deliver training sessions
		**BSZ408A	Review training

* These 3 competencies are co-requisite and count for one elective/option

** These 4 competencies are co-requisite and count for one elective/option

CHC60999 Advanced Diploma of Community Services (Youth work)

Packaging to gain a national qualification

Compulsory	8
Elective	5
Options	1
Total number of units of competency	14

Optional competencies

<ul style="list-style-type: none"> • elective units at this level • compulsory units at higher levels • units from endorsed standards in any industry at this or higher levels • enterprise specific units
--

Note 1: Where enterprise units are included as options, these must be nationally endorsed (see introduction regarding new units and customisation)

Youth specialisation units

Compulsory		Elective	
CHCYTH8A	Manage service response to young people in crisis	CHCYTH9A	Develop and implement procedures to enable young people to address their circumstances

Common competencies

Compulsory		Elective	
CHCADM4A	Manage the organisation's finances, accounts and resources	CHCCD6A	Establish and develop community organisations
CHCCOM4A	Develop, implement and promote effective communication techniques	CHCCM4A	Promote high quality case management
CHCCS4A	Manage the delivery of quality client service	CHCORG8A	Establish and manage new programs or services
CHCIN4A	Manage the organisation's information systems	CHCORG9A	Manage projects and strategies
CHCINF5A	Meet statutory and organisational information requirements	CHCORG11A	Lead and develop others
CHCORG7A	Manage workplace issues	CHCORG12A	Review organisational effectiveness
CHCORG17A	Implement and monitor occupational health and safety policies, procedures and programs	CHCORG13A	Manage organisational strategic and business planning
		CHCORG14A	Manage a service organisation
		CHCORG15A	Promote the organisation
		CHCORG16A	Manage training
		CHCP&R6A	Coordinate policy development
		*BSZ401A	Plan assessment
		*BSZ402A	Conduct assessment
		*BSZ403A	Review assessment
		**BSZ405A	Plan and promote a training program
		**BSZ406A	Plan a series of training programs
		**BSZ407A	Deliver training sessions
		**BSZ408A	Review training

* These 3 competencies are co-requisite and count for one elective/option

** These 4 competencies are co-requisite and count for one elective/option

Units of Competency

Table of Youth Work Units and Elements

Unit title		Elements
CHCYTH1A	Work effectively with young people	<ol style="list-style-type: none"> 1. Operate effectively within the youth work context 2. Demonstrate effective approaches to working with young people
CHCYTH2A	Provide appropriate assistance to young people	<ol style="list-style-type: none"> 1. Establish effective working relationships with young people 2. Use information in work with young people 3. Assist and respond to crisis situations 4. Provide appropriate support to young people 5. Evaluate effectiveness of services provided
CHCYTH3A	Support young people to take collective action	<ol style="list-style-type: none"> 1. Support young people to develop and use networks 2. Assist young people to monitor and evaluate strategies
CHCYTH4A	Assist young people in responding to crisis	<ol style="list-style-type: none"> 1. Implement risk minimisation strategies 2. Maintain a physically and emotionally safe environment for workers and young people
CHCYTH5A	Manage youth programs	<ol style="list-style-type: none"> 1. Identify the activity /program required 2. Prepare activity /program plan 3. Identify and obtain required resources 4. Promote activity /program 5. Deliver activity /program 6. Evaluate activity /program
CHCYTH6A	Provide appropriate services for young people	<ol style="list-style-type: none"> 1. Develop and implement strategies which promote effective rapport with young people 2. Clarify the services sought by young people 3. Facilitate goal setting and action planning 4. Provide targeted assistance and referral
CHCYTH7A	Respond to critical situations including risk of violence	<ol style="list-style-type: none"> 1. Minimise the impact of potential crisis situations 2. Prevent escalation of violent behaviour 3. Secure the safety of clients 4. Maintain records and provide reports
CHCYTH8A	Manage service response to young people in crisis	<ol style="list-style-type: none"> 1. Implement a framework for preventing crisis situations 2. Support staff in responding to a crisis 3. Follow up crisis situations

CHCYTH9A	Develop and implement procedures to enable young people to address their circumstances	<ol style="list-style-type: none">1. Ensure the young people with complex needs receive appropriate services2. Liaise with other services and organisations3. Monitor and upgrade support provided by the organisation
----------	--	--

YOUTH WORK NATIONAL COMPETENCY STANDARDS

Alignment with Mayer Key Competencies

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Carries out established processes • Makes judgements of quality using given criteria 	<ul style="list-style-type: none"> • Manages processes • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and processes • Evaluates and reshapes process • Establishes criteria for evaluation

Unit Code	Unit Title	Collecting Information	Communication	Planning	Work with others	Maths	Solve Problems	Use Technology
CHCYTH1A	Work effectively with young people	1	1	1	1	-	1	-
CHCYTH2A	Provide appropriate assistance to young people	2	3	2	2	-	2	-
CHCYTH3A	Support young people to take collective action	2	3	2	2	-	2	-
CHCYTH4A	Assist young people in responding to crisis	3	3	3	3	-	3	2
CHCYTH5A	Manage youth programs	3	3	3	3	1	3	2
CHCYTH6A	Provide appropriate services for young people	3	3	3	3	1	3	2
CHCYTH7A	Respond to critical situations including risk of violence	3	3	3	3	1	3	2
CHCYTH8A	Manage service response to young people in crisis	3	3	3	3	1	3	2
CHCYTH9A	Develop and implement procedures to enable young people to address their circumstances	3	3	3	3	1	3	2

CHCYTH1A Work effectively with young people

Working with and for young people within an ethical, social, political and economic context.

Elements	Performance Criteria
1. Operate effectively within the youth work context	<ul style="list-style-type: none"> • an understanding of the impact of changing historical social, political and economic environments on youth work is applied, where relevant, in the workplace • own work demonstrates effective operation in changing political, social and economic environments • own work reflects a thorough understanding of the current issues relating to effective youth work • a range of youth work models is considered when planning work activities and approaches • to ensure work is effective, an extensive information base is developed including incorporating the views of stakeholders, experts and representatives from target groups
2. Demonstrate effective approaches to working with young people	<ul style="list-style-type: none"> • all work with young people demonstrates a consistent commitment to the principles of: <ul style="list-style-type: none"> ◇ access and equity ◇ avoidance of discrimination and bias ◇ natural justice ◇ ethical conduct ◇ duty of care • the planning and implementation of work activities is consistent with the philosophies of the organisation • all work is consistent with relevant statutory and legislative provisions • all dealings with young people reflect a sensitivity to issues related to culture, development, gender, physical location, disability and socio economic issues

Range of variables

Historical, social, political economic context includes:

- statutory framework within which work takes place in the sector
- historical context of work eg. changing attitudes to young people; changing approaches to working with young people
- changing social context of work: eg. changing government and societal views of young people and approaches to working with them
- political context eg. government policies and initiatives affecting youth work
- economic context eg. 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
- organisational 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

Evidence Guide

Critical aspects of assessment:

- own work role within the context of the youth sector
- organisational role within the context of the youth sector

Interdependent assessment of units:

- completion of this unit removes the requirement to complete CHCCS1A "Deliver and monitor service to clients"

Underpinning knowledge:

- interrelationship of society, culture, the family and the young person
- principles of access and equity
- statutory framework in which the work takes place
- political and economic context as listed in the range of variables
- current issues facing young people and existing services to address their needs and rights
- principles and practices of community support

Underpinning skills:

- interpersonal communication with young people and other stakeholders
- preparation of reports so that the information and organisation of information is appropriate to its purpose and audience
- working as part of a team or as a sole worker

Resource implications:

- access to a workplace or to an accurately simulated environment where assessment may take place

Consistency in performance:

- consistency in performance should consider the organisational and individual context within which work takes place

Context of assessment:

- this unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

CHCYTH2A Provide appropriate assistance to young people

Working to support young people to take action to meet and address their potential needs.

Elements	Performance Criteria
<p>1. Establish effective working relationships with young people</p>	<ul style="list-style-type: none"> • appropriate opportunities are routinely provided to encourage young people to explore their potential and express their views • reasons for the young person accessing the service guides further work with them • appropriate communication techniques are employed to establish an effective interpersonal relationship with the young person and takes into account: <ul style="list-style-type: none"> ◊ culture ◊ development ◊ disability ◊ physical location ◊ state of mind • a range of approaches are routinely employed for dealing with young people and their issues including: <ul style="list-style-type: none"> ◊ encouraging young people to support each other ◊ seeking advice and support from appropriate adults and family ◊ providing access to services within and outside the organisation ◊ providing intervention programs • identification and addressing the psychological, emotional and safety needs of young people is in accordance with organisational procedures • appropriate boundaries are established and maintained between the worker and the young person at all times • the effectiveness of working relationships is evaluated routinely and changes made as indicated
<p>2. Use information in work with young people</p>	<ul style="list-style-type: none"> • all work reflects thorough knowledge of the current issues which impact on young people and the organisation • a range of strategies is employed to ensure information about young people is up to date • opportunities are provided routinely for young people to exchange information and views with relevant groups and personnel
<p>3. Assist and respond to crisis situations</p>	<ul style="list-style-type: none"> • behaviour which could lead to potential crisis is identified and reported to appropriate colleagues, and sources of support are identified and accessed • appropriate action to minimise the risk of crisis is taken according to organisation's procedures • specific needs of individuals are identified and addressed • calming behaviour under stress is practised and routinely demonstrated • strategies are implemented routinely to minimise the risk of crisis situations, including discouraging provocative, and inappropriate behaviour • participate in post-critical activities including debriefings • support and debriefing to young people is provided as required

<p>4. Provide appropriate support to young people</p>	<ul style="list-style-type: none"> • assistance is provided to young people to identify their needs and rights, goals and action plans, and to evaluate and select strategies to achieve their goals • appropriate assistance is provided to young people to access the information and acquire skills required • support and assistance provided to young people are in accordance with available resources and organisational procedures • assistance is provided to young people to regularly review plans and strategies for achieving goals • in providing appropriate support for young people, a range of roles are practised and assumed, including those of advocate, mentor, adviser and motivator • specific support required by individuals or groups is identified and provided
<p>5. Evaluate effectiveness of services provided</p>	<ul style="list-style-type: none"> • mechanisms are implemented to evaluate and review support services provided to young people • support strategies and mechanisms are revised according to evaluation feedback

Range of Variables

Young people will include:

- young people who are involuntary or voluntary users of the service of the organisation
- individual young people referred to the organisation
- young people who fall in the specific target group of the organisation
- young people who may be potential clients of work of the organisation

Current issues facing young people may include:

- income
- confidence and self-esteem
- health (physical, mental, emotional, sexual or social)
- housing and homelessness
- education and training
- employment
- relationships (families, peers, partners, educators, employers, children)
- conflict
- abuse (sexual, physical, emotional, psychological, perpetrated by self or others)
- discrimination on the basis of race, gender, sexuality, geography, religion, disability, ethnicity, class, political beliefs, age
- transport
- recreation/entertainment
- isolation

Strategies for action will include:

- actions undertaken and managed by the young person
- actions taken by the worker on behalf of the young person
- joint action
- referral to other agencies or services
- referrals to group/peer support
- short and long term
- crisis/emergency response
- referral to supervisor/colleagues

Specific support required by young people may include:

- those provided by own organisation
- those provided by other organisations
- government and non government
- youth specific organisations
- generic community services organisation

Organisation's policies and procedures will include those relating to:

- emergencies
- occupational health and safety
- referrals
- recording and reporting
- accountability
- code of conduct and ethical behaviour
- duty of care

Evidence Guide

Critical aspects of assessment:

- demonstrates understanding of relevant issues facing young people and how the provision of assistance addresses those issues

Interdependent assessment of units:

- completion of this unit removes the requirement to complete CHCCS1A "Deliver and monitor service to clients" and CHCCS2A "Deliver and develop client service"

Underpinning knowledge:

- interrelationship of society, culture, the family and the young person
- current issues facing young people, and existing services
- principles and practices of community support
- principles and practices of youth service delivery

Underpinning skills:

- working with young people, individually or in groups; in structured or unstructured settings; in voluntary or involuntary setting; of young women and/or men; or of relevant target groups
- information gathering
- working as part of a team or as a sole worker
- working within a statutory framework
- interpersonal
- literacy adequate to understand relevant literature and prepare required reports
- numeracy adequate to collate surveys/questionnaires outcomes
- identifying strategies to address issues facing young people

Resource implications:

- access to a workplace or to an accurately simulated environment where assessment may take place

Consistency in performance:

- consistency in performance should consider the organisational and individual context within which work takes place

Context of assessment:

- this unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions:
 - ◊ from target groups appropriate to the worker's activities
 - ◊ address relevant issue areas
 - ◊ using any one of the action strategies specified in the range of variables

◇ using a variety of communication processes as indicated in the range of variables
CHCYTH3A Support young people to take collective action

Supporting individual and groups of young people to take action to meet their needs or respond to community issues.

Elements	Performance criteria
1. Support young people to develop and use networks	<ul style="list-style-type: none"> • support, encouragement and opportunities are provided to young people to enable them to: <ul style="list-style-type: none"> ◇ meet and work together in common interest groups ◇ identify commonality of issues and needs ◇ formulate effective means for taking collective action ◇ explore options for addressing issues and needs collectively within existing structures and in revised structures • all communication with young people will be in appropriate language • assistance and support is provided to enable young people to develop and implement strategies and action plans which address their needs and interests • activities are developed and undertaken to ensure young people have relevant skills and knowledge to operate in a collective way including auditing skills and knowledge, and providing opportunities for meeting skills/knowledge shortfalls • support is provided to enable young people to effectively create and utilise alliances with key stakeholders and to access available resources • relevant information is provided as required to young people to facilitate better operation of collective networks
2. Assist young people to monitor and evaluate strategies	<ul style="list-style-type: none"> • support and assistance is provided to clients to ensure effectiveness of collective strategies including undertaking informal and formal evaluations • adjustments are made to evaluation outcomes as required • evaluation reports are provided to relevant personnel • obstacles to effective operation of collective networks are identified and addressed to rectify problems • a range of motivational strategies are employed including celebrating achievements of the group and individuals

Range of Variables

Young people will include:

- individual young people who are users of the services of the organisation
- individual young people referred to the organisation
- young people who are involuntary or voluntary users of the service of the organisation
- young people who fall in the specific target group of the organisation

Issues facing young people may include:

- income
- confidence and self-esteem
- health (physical, mental, emotional or social)
- housing and homelessness
- education and training
- employment
- relationships (families, peers, partners, educators, employers, children)

- conflict abuse (sexual, physical, emotional, psychological, perpetrated by self or others)
- discrimination
- transport
- recreation/entertainment
- isolation

Opportunities provided to young people may include:

- formal training courses
- conferences and seminars
- provision of reading and/or audio-visual materials
- implementing group processes such as brainstorming, forcefield analysis, and Web Charts
- meetings
- group discussions
- structured or unstructured support

Strategies and action plans may include:

- actions undertaken and managed by the young person
- actions taken by the worker on behalf of the young person
- joint action
- referral to other organisations or services
- referrals to group/peer support
- short and long term
- crisis/emergency response
- referral to supervisor/colleagues

Stakeholders may include:

- young people directly involved
- friends, peers, target groups, families and care givers
- local community and community organisations
- government representatives and service providers
- youth organisations
- specialists/experts, peak bodies and networks in youth work
- management, colleagues, supervisor, team members

Evidence Guide

Critical aspects of assessment:

- target groups or those assisted in taking collective action are appropriate to the worker's activities
- issues relating to collective action are relevant to target groups
- appropriate utilisation of action strategies for collective action
- provision of a variety of structured and unstructured opportunities for collective action
- assisting young people to take collective action as part of a team or alone

Interdependent assessment of units:

- CHCYTH1A "Work effectively with young people" is a prerequisite to this unit
- completion of this unit removes the requirement to complete CHCCS2A "Deliver and develop client service"

Underpinning knowledge:

- current issues facing young people
- community and other stakeholders' attitudes to the issues
- theory and practice of self help and community development

Underpinning skills:

- application of planning approaches
- communication (including listening, providing information, negotiating and explaining)
- establishing and facilitating groups
- adequate literacy skills for record keeping and report writing

Resource implications:

- access to a workplace or to an accurately simulated environment where assessment may take place

Consistency in performance:

- consistency in performance should consider the organisational and individual context within which work takes place

Context of assessment:

- this unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

CHCYTH4A Assist young people in responding to crisis

Minimising the risk which arises from crisis situations.

Elements	Performance criteria
1. Implement risk minimisation strategies	<ul style="list-style-type: none"> • a framework is established for dealing with potential crisis situations • timely risk assessment of potential crisis situations is undertaken, with due consideration for the safety of young people and others • a variety of possible strategies to minimise risk are identified, assessed and implemented in accordance with organisational procedures • appropriate sources and strategies for accessing support are identified and acted on as required • where further assistance is required, it is called without delay
2. Maintain a physically and emotionally safe environment for workers and young people	<ul style="list-style-type: none"> • organisation policies, procedures and practices designed to maximise the physical and emotional safety of all within the work environment are identified and implemented routinely • established protocols in response to violent situations are followed to minimise impact and harm • appropriate post critical activities to assist young people are initiated and provided routinely • standards of behaviour and conduct as defined by the organisation are adhered to

Range of Variables

Young people will include:

- individual young people who are users of the services of the organisation
- individual young people referred to the organisation
- young people who are involuntary or voluntary users of the service of the organisation
- young people who fall in the specific target group of the organisation

Crisis situations may include:

- threatened suicide
- drug overdose
- domestic violence
- abusive situations
- self harm
- serious indictable offences homelessness
- death
- verbal abuse

Possible strategies to minimise risk may include:

- counselling
- restraining
- diversion
- segregation
- employing communication skills
- seeking assistance
- seeking emergency assistance

Strategies for crisis/emergency action may include:

- actions undertaken and managed by the young person
- actions taken by the worker on behalf of the young person
- joint action
- referral to other agencies or services
- referrals to group/peer support
- short and long term
- referral to supervisor/colleagues

Assistance will include:

- from own organisation
- from another organisations
- government and non-government
- youth specific organisations
- generic community services organisation
- emergency services organisations

Organisation's policies and procedures will include:

- emergencies
- occupational health and safety
- referrals
- reporting
- recording
- accountability
- code of conduct
- legislative, statutory obligations

Evidence Guide

Critical aspects of assessment:

- role and responsibilities of self and other staff for responding to critical incidents
- understanding of how critical incidents and risks arise both generally and in particular situations

Interdependent assessment of units:

- CHCYTH1A "Work effectively with young people" is a prerequisite to this unit

Underpinning knowledge:

- issues affecting young people
- basic counselling strategies
- protocols of crisis intervention

Underpinning skills:

- conducting interviews
- advanced communication
- predicting possible outcomes or consequences of particular actions
- establishing and facilitating meetings
- adequate literacy skills for record keeping and report writing to the standards defined by the organisation

Resource implications:

- access to a workplace or to an accurately simulated environment where assessment may take place

Consistency in performance:

- competency is demonstrated in assisting young people in crisis situations for at least one type of crisis situation taking account of the organisational policies and procedures designed to maximise safety

Context of assessment:

- this unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

CHCYTH5A Manage youth programs

Devising, setting up, coordinating, delivering and evaluating activities and programs for individuals and groups.

Elements	Performance criteria
1. Identify the activity/program required	<ul style="list-style-type: none"> • the need for a particular program is assessed from relevant evidence collected • a range of possible programs to meet the defined needs are identified and reviewed • selection of a program type is based on client needs, organisation's criteria, and availability of resources
2. Prepare activity /program plan	<ul style="list-style-type: none"> • appropriate strategic planning activities are undertaken, to ensure client needs are met • planning activities incorporate consultation with key clients and stakeholders • operational arrangements for conducting the program are determined and assessed for feasibility • appropriate implementation and evaluation strategies are included in the activity/program plan • planning activities reflect accepted good practice in working with young people
3. Identify and obtain required resources	<ul style="list-style-type: none"> • strategies are devised and implemented to obtain and utilise the necessary human, financial and physical resources • where required resources are not readily available, submissions are made to potential sources, in accordance with relevant guidelines • suitable locations for program implementation are evaluated, selected and arranged
4. Promote activity/program	<ul style="list-style-type: none"> • potential program users are identified and appropriate information is designed and distributed to achieve maximum response • the effectiveness of promotional activities is evaluated, and changes made as indicated by response
5. Deliver activity /program	<ul style="list-style-type: none"> • the program is implemented in accordance with the program plan, organisation guidelines and legal/statutory requirements • participants are provided with access to a range of activities suited to their needs and interests • flexible implementation plans are developed to suit a variety of contexts and to cope with contingencies • the program is adapted to the changing needs of participants as required • problems in program delivery are addressed promptly

6. Evaluate activity/program	<ul style="list-style-type: none"> • criteria to judge the effectiveness of the program are defined in consultation with clients and stakeholders • appropriate evaluation strategies are used routinely during and after the program and used for revision and development • evaluation information is collected, organised and reported in a format which is accessible and meaningful to the clients and stakeholders • reports are prepared and presented as required
------------------------------	---

Range of Variables

Programs 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 eg. homework support and study
- personal development and support eg. life skills education
- music and performing arts eg. youth theatres, band, video production team
- research, planning and management eg. Aboriginal cultural camp, scouts meeting
- community action eg. anti violence group
- special interest causes eg. young people against nuclear disarmament
- enterprise development activities
- employment, funding raising, small business

Program activities may include:

- discussion groups eg. about safe sex, religious beliefs
- sporting and recreation activities eg. basketball at the drop in centre, pool game, disco, bush excursion
- structured and unstructured social activities eg. 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

Evidence Guide

Critical aspects of assessment:

- target groups relevant to the worker and the activity or program
- consulting with relevant stakeholders
- working with individuals and groups
- abilities in autonomous work and team work

Interdependent assessment of units:

- completion of this unit removed the requirement to complete CHCCS3A “Coordinate the provision of services and programs”

Underpinning knowledge:

- a range of youth activities and programs
- legal and safety requirements as they relate to activities and programs
- relevant funding sources

Underpinning skills:

- 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

Resource implications:

- access to a workplace or to an accurately simulated environment where assessment may take place

Consistency in performance:

- for at least two of the types of activities and programs identified in the range of variables
- for at least two of the purposes identified in the range of variables

Context of assessment:

- this unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

CHCYTH6A Provide appropriate services for young people

Ensuring the provision of support to enable young people to choose and implement options to address their circumstances.

Elements	Performance Criteria
<p>1. Develop and implement strategies which promote effective rapport with young people</p>	<ul style="list-style-type: none"> • a framework including protocols and processes is developed and its implementation monitored to ensure: <ul style="list-style-type: none"> ◇ clear boundaries between the worker and the young person are negotiated and defined ◇ adequate opportunity is offered to the young person to explore and clarify issues ◇ due attention is paid the young person's issues, needs, views and feelings ◇ clarity of expectations and rapport is established and maintained ◇ the involvement of other relevant parties can be gained as required ◇ a safe and confidential environment is maintained ◇ any communication difficulties are addressed ◇ all work with the client is ethical, reflects cultural, statutory and organisational considerations and respects the power differential between the worker and the client ◇ communication with young people is non threatening, and designed to encourage their participation in decision making • strategies are implemented to ensure that the rights of the client are upheld, and options for upholding them reflect: <ul style="list-style-type: none"> ◇ client value and needs ◇ professional responsibility and accountability ◇ organisational and legislative framework • strategies are implemented to ensure the ongoing effectiveness of the working relationship with the client
<p>2. Clarify the services sought by young people</p>	<ul style="list-style-type: none"> • strategies and mechanisms are developed and implemented to ensure a clear and accurate understanding of clients' needs and issues • the capacity of the worker and the organisation to provide appropriate support is communicated to young people to ensure they understand the role and capacity of the organisation to meet their needs • protocols of confidentiality and privacy are established and followed when eliciting information from clients

<p>3. Facilitate goal setting and action planning</p>	<ul style="list-style-type: none"> • strategies are developed and implemented to ensure young people: <ul style="list-style-type: none"> ◊ are supported to identify goals and priorities ◊ assess the feasibility of goals and priorities ◊ are supported to develop strategies to act on goals and priorities ◊ explore options for achieving goals/priorities • where there are judged to be risks to the young person from their possible choices, these are communicated appropriately
<p>4. Provide targeted assistance and referral</p>	<ul style="list-style-type: none"> • the type and nature of services available to clients are identified and clearly communicated • appropriate work is undertaken to ensure assistance provided: <ul style="list-style-type: none"> ◊ is in an appropriate manner ◊ meets client needs ◊ is consistent with legal and statutory provisions ◊ meets resource and time constraints ◊ complies with organisational policy ◊ encourages young people to access alternative services and resources and to be as self managing as possible • systems are established to ensure information and referral sources within the organisation are up to date, comprehensive, accurate, accessible and relevant to clients • procedures are implemented to ensure workers have access to additional advice, expertise and support from others as required • the effectiveness of service delivery is continually monitored and problems of access, services or resources are resolved as appropriate • all reporting is in accordance with organisational procedures

Range of Variables

Provision of services to young people may be undertaken:

- in a group
- one to one situation

The boundaries negotiated between the worker and the client will include consideration of:

- rights of young people as defined in policy, legislation, or professional code of practice
- young person's values, beliefs and cultural background
- legislative and statutory requirements
- rights and responsibilities of the family
- the rights, responsibilities, values and beliefs of the worker
- power dynamics characterising the worker - client relationship

Types of support to be provided by worker to the young person/s may be:

- advice
- provision of information
- a listening and affirmation role
- emergency/crisis support
- short term, or crisis counselling
- mediation (family and other)
- advocacy (legal and other)
- practical assistance
- referral to other organisational/services
- linking with others, groups, networks

Information and referral advice will include:

- specialist organisations
- special support groups
- government and non-government services
- individuals with specialist expertise
- financial assistance
- equipment, physical aids
- accommodation support

Relevant legislation will include:

- statutory care and protection guidelines
- juvenile justice regulations
- confidentiality
- age of consent
- anti discrimination
- duty of care
- organisational policies and procedures
- professional code of conduct or ethics
- contractual obligations

Evidence Guide

Critical aspects of assessment:

- ability to provide appropriate services to young people according to scope of services offered by own organisation or those available elsewhere
- providing young people with options to meet their needs
- accounting for relevant legislation

Interdependent assessment of units:

- completion of this unit removes the requirement to complete CHCCS3A "Coordinate the provision of services and programs"

Underpinning knowledge:

- legal and organisational policies relating to advocacy, monitoring and dealing with abuse
- principles of empowerment in advocacy
- short term counselling
- different forms of abuse and their indicators
- a broad range of specialist and generic services and organisations
- family support and mediation
- significant cultural practice and values

Underpinning skills:

- interpersonal communication with young people including those from a range of cultural backgrounds and developmental stages
- short term counselling, negotiation, mediation

Resource implications:

- access to a workplace or to an accurately simulated environment where assessment may take place

Context of assessment:

- this unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions

CHCYTH7A Respond to critical situations including risk of violence

Responding to crises, including risk of violence to self or others or extreme emotional responses.

Elements	Performance Criteria
1. Minimise the impact of potential crisis situations	<ul style="list-style-type: none"> • procedures are implemented to ensure indicators of potential risk can be readily identified, and contingency plans can be immediately implemented as needed • responses to crisis situations are in accordance with organisational procedures and definitions of good practice • approaches to the person indicating violent behaviour are in a non threatening manner, consistent with legal, ethical and organisational constraints • actions taken to manage critical situations protect self, clients and colleagues who are potentially at risk
2. Prevent escalation of violent behaviour	<ul style="list-style-type: none"> • the person's behaviour pattern is routinely monitored to ensure aggressive or abusive behaviour is minimised • a plan of care outlining a ways to prevent, and respond to clients' expressions of violence against self or others, is developed, communicated to relevant personnel, and implemented • individual response to crisis situations promotes calm and reassurance • procedures used to protect clients from endangering themselves or others, are consistent with legal, ethical and organisation requirements, and safety considerations • appropriate judgements, in relation to physical restraint, based on the balance of risk and the safety of all, are enacted • first aid and other assistance is administered as necessary
3. Secure the safety of clients	<ul style="list-style-type: none"> • where clients require support, advice or action in response to exposure to high risk situations strategies are implemented to <ul style="list-style-type: none"> ◊ enable them to make informed decisions about whether, and how, to act on their experiences ◊ promote self esteem and self worth ◊ promote alternative means of expression ◊ provide immediate support ◊ offer referrals to specialist services • support and counselling is sought from supervisor, colleagues or specialists where required • external debriefing is sought and provided as required
4. Maintain records and provide reports	<ul style="list-style-type: none"> • incidents are recorded and reported accurately according to organisational procedures, timeframes and language protocols • strategies are implemented to ensure relevant service delivery and occupational health and safety procedures are regularly reviewed and changes made as appropriate

Range of Variables

Relevant legislation will include:

- statutory care and protection guidelines
- juvenile justice regulations
- confidentiality
- age of consent
- families' rights and responsibilities
- anti discrimination
- duty of care
- organisations policies and procedures
- professional code of conduct or ethics
- contractual obligations

Crisis may include:

- potential or actual crises
- young people expressing violence towards themselves
- young people experiencing violence - random, systemic, opportunistic, circumstantial
- violence directed at self, others, property, and workplace environment
- aggressive and abusing behaviour to or by young people
- intense anger and despair
- suicide - threatened and action
- violent conflict between young people

Organisation policies and procedures will include:

- occupational health and safety
- anti discrimination
- codes of conduct
- delegations, accountability and responsibilities
- emergency procedures
- notifications
- reporting and recording of incidents and case notes
- case management
- referrals
- confidentiality
- freedom of information
- debriefing procedures

Evidence Guide

Critical aspects of assessment:

- a range of types of crisis situations
- taking account of all relevant legislation
- provision of information or/and referral to appropriate resources

Underpinning knowledge:

- methods of crisis intervention endorsed by the organisation
- complex human behaviour - aggressive and abusive behaviour
- methods of promoting less aggressive/abusive behaviour and for helping young people express their feelings in different ways
- other support organisations and the relevant specialist resources they offer
- possible factors which contribute to young people entering crisis situations
- conflict resolution/management
- mediation and negotiation principles and processes
- possible repercussions of inappropriate intervention of worker behaviour
- counselling principles and strategies
- organisation's policies and procedures
- principles of case management

- cultural values and their influences on behaviour and relationships

Underpinning skills:

- maintain the appearance of a calm approach
- test a number of strategies in quick succession
- apply effective and assertive communication and positive relationship building
- use cross cultural communication and negotiation
- defuse conflict
- provide first aid

Resource implications:

- access to a workplace or to an accurately simulated environment where assessment may take place

Consistency in performance:

- consistency in performance should consider the range of crisis situations that may occur in the workplace

Context of assessment:

- this unit should be assessed principally in the workplace or in specifically designed simulations using workplace material

CHCYTH8A Manage service response to young people in crisis

Developing an agency approach to young people in crisis.

Elements	Performance criteria
1. Implement a framework for preventing crisis situations	<ul style="list-style-type: none"> • a framework which addresses prevention and response to critical situations is developed and reflects consideration of beliefs, rights and needs of the client and responsibilities of the organisation within a legislative and statutory context • appropriate resources and mechanisms are established to assist workers deal with crisis situations • details of the organisation's responsiveness to crisis situations is defined and articulated to relevant personnel • all information related to crisis situations is stored and maintained to maximise accessibility, accuracy, currency and legibility • procedures are implemented to ensure clients have ready access to information which may assist in resolving crisis situations
2. Support staff in responding to a crisis	<ul style="list-style-type: none"> • appropriate protocols are established for managing potential and actual crisis situations • procedures for the management of crises are drafted, regularly updated and communicated to staff and other relevant personnel • crisis management procedures which are developed are consistent with legal and organisational obligations and constraints • resources are allocated for the prompt and effective response to crisis situations • appropriate crisis response training and update briefings are provided to workers on a regular basis • appropriate advice is formulated for the upgrade of organisational procedures including those related to occupational health and safety and other industrial and legislative requirements
3. Follow up crisis situations	<ul style="list-style-type: none"> • all required reporting is completed and is comprehensive, accurate and consistent with the organisation's policies and procedures • debriefing procedures are defined and implemented routinely • opportunity is provide for participation in review and evaluation of organisational responsiveness • needs of all specific parties which arise from a crisis situation are identified and strategies developed to ensure they are addressed

Range of Variables

Response to crisis situations will be immediate and ongoing

Relevant legislation and policy will include:

- statutory care and protection guidelines
- confidentiality
- age of consent
- families' rights and responsibilities
- occupational health and safety
- duty of care
- professional code of conduct
- non-discrimination
- equal employment opportunities

Crisis will relate to:

- those faced by the client group
- potential or actual crises
- people at immediate risk of emotional, physical, psychological, spiritual, sexual and financial distress and emergency
- response to physical, mental, emotional or sexual abuse
- client's relationship with other agencies eg. legal system, welfare

Organisation policies and procedures to maximise physical and emotional safety will relate to:

- anti discrimination guidelines
- guidelines to deal with violent behaviour
- rights of worker and service user
- organisation rules eg. concerning drug and alcohol use, sexual behaviour, visitors
- occupational health and safety
- emergency/safety procedures
- security of premises
- debriefing procedures

Evidence Guide

Critical aspects of assessment:

- crisis response structure or framework meets the for requirements of particular workplace

Interdependent assessment of units:

- completion of this unit removed the requirement to complete CHCCS4A "Manage the delivery of quality client service"

Underpinning knowledge:

- legal and organisational policies relating to safety within the work environment
- relevant specialist support services and resources
- possible factors which contribute to young people entering crisis situations
- legislative and policy obligations
- methods of crisis intervention including mediation and negotiation
- characteristics of aggressive and abusive behaviour
- methods of promoting less aggressive/abusive behaviour
- other support agencies and the relevant specialist resources they offer
- possible factors which contribute to young people entering crisis situations
- possible repercussions of inappropriate intervention of worker behaviour

Underpinning skills:

- counselling and professional debriefing techniques
- conflict resolution/management
- effective communication skills including mediation and negotiation
- people management including provision of feedback

Resource implications:

- access to a workplace or to an accurately simulated environment where assessment may take place

Consistency in performance:

- consistency in performance should consider the particular requirements for crisis management frameworks and structures in the workplace

Context of assessment:

- this unit should be assessed in the workplace or through direct work practice

CHCYTH9A Develop and implement procedures to enable young people to address their circumstances

Monitoring and upgrading organisational approaches to young people with highly complex problems.

Elements	Performance criteria
1. Ensure that young people with complex needs receive appropriate services	<ul style="list-style-type: none"> • procedures are implemented to ensure indications of physical, emotional, psychological or sexual abuse are identified and addressed • appropriate procedures are defined and put in place to minimise the effects of any aggressive or abusive behaviour of clients including identifying: <ul style="list-style-type: none"> ◇ “at risk” behaviour patterns ◇ a range of alternative strategies ◇ quick response actions ◇ support behaviours ◇ protocols of behaviour • appropriate approaches and language are employed to enable clients to express their ideas in a range of ways
2. Liaise with other services and organisations	<ul style="list-style-type: none"> • appropriate referral systems and procedures are designed and implemented to ensure special needs of clients can be addressed • support facilities required to optimise access to specialist services by clients are identified and accessed • provision of support and advocacy reflects organisational procedures, respects the young person’s rights and is appropriate to cultural and other individual circumstances • consultation is undertaken with relevant professionals and service providers to ensure breadth and comprehensiveness in client service delivery
3. Monitor and upgrade support provided by the organisation	<ul style="list-style-type: none"> • information and services provided to clients are reviewed on a regular basis to assess continuing relevance and effectiveness • assessment, support and referral systems used within the agency are reviewed periodically • appropriate debriefings are held with workers for the purpose of counselling, identifying training needs and evaluating client service delivery • problems experienced by workers are identified, and appropriate adjustments to service delivery are assessed and negotiated with the relevant staff • support and supervision is provided to other workers as required in accordance with organisational procedures • regular debriefings are arranged with associated organisations and service providers and reports are produced and provided in accordance with organisational procedures

Range of Variables

Support facilities will include:

- language/translations/interpreters
- physical aids
- transport
- cultural advisers
- change of venue/location
- family/peer
- specialists
- case management team

Types of support to be provided by worker to the young person/s may be:

- advice
- provision of information
- a listening and affirmation role
- short term or crisis counselling
- mediation (family and other)
- advocacy (legal and other)
- practical assistance
- referral to other agencies/services
- availability
- linking with others, groups, networks

Information and referral advice may include:

- specialist agencies and organisations
- special support groups
- government and non-government services
- individuals with specialist expertise
- allowances, pensions and benefits
- grants
- private finance
- equipment, physical aids

Relevant legislation will include:

- statutory care and protection guidelines
- juvenile justice regulations
- confidentiality
- age of consent
- anti discrimination
- duty of care
- organisations policies and procedures
- professional code of conduct or ethics
- contractual obligations

Evidence Guide

Critical aspects of assessment:

- development and implementation of procedures relating services offered by worker's organisation including support facilities, particular types of support and information and referral advice

Underpinning knowledge:

- legal and organisation policies relating to advocacy, monitoring and dealing with abuse
- principles of empowerment in advocacy
- methods of short term counselling strategies
- different forms of abuse and their indicators
- a broad range of specialist and generic services and agencies
- family support and mediation
- organisations policies, guidelines, procedures
- the specific needs of identified target groups

Underpinning skills:

- interpersonal communication with young people (specifically skills such as listening, observation, leading discussions, questioning, clarifying)
- short term counselling, negotiation, mediation
- case management - formulating aims and objectives, implementation and evaluation methodologies, strategic planning with a team of professionals inside and outside the organisation

Resource implications:

- access to a workplace or to an accurately simulated environment where assessment may take place

Consistency in performance:

Demonstration of competency relating to the development and implementation of procedures should include:

- at least four types of support (support facilities and types of support) listed in the range of variables
- at least three types of information and/or referral advice listed in the range of variables

Context of assessment:

- this unit is best assessed in the workplace or in a simulated workplace under the normal range of conditions